



Guilford College

Catalog

1984-86

Bulletin

Number One

Volume LXXVII

FOR USE IN THE LIBRARY ONLY.



Guilford
College

FRIENDS HISTORICAL COLLECTION
The Library, Guilford College
5800 West Friendly Avenue
Greensboro, NC 27410-4175

In Appreciation

From time to time, there is a person who works behind the scenes at a college whose thoughtful persistence and attention to detail make him invaluable. At Guilford College, Floyd Reynolds has been such a person to faculty and students alike.

Since 1963, from numbering courses to recording students' achievements on records to sending transcripts for alumni seeking jobs, Floyd Reynolds has carried out his role as Registrar of the College with care and dedication.

The 1984-86 Catalog — each student's guide to the Guilford College faculty, courses and programs — is made possible because of the concerned attention to precision exemplified by Floyd Reynolds.

For that reason, we dedicate this catalog to Floyd with our thanks. May you profit from his association with Guilford and with you!



Faculty-student conference.

Nondiscriminatory Policy

Guilford College does not discriminate on the basis of age, race, color, religion, national origin, sex, or handicap in the admission, employment or access to its programs or activities.

The Guilford College Bulletin (USPS 231-600), of which this publication is Volume LXXVII, No. 1, is published monthly except in January, February, April, July and October by Guilford College, 5800 West Friendly Avenue, Greensboro, North Carolina 27410. Second class postage paid at Greensboro, North Carolina 27420.

A Guide to the Guilford College Catalog

Often students only look at a college catalog as a reference book, a place to look up rules, regulations, requirements. But the catalog can also be a guide for exploration if you learn how to browse through it and discover what Guilford offers.

Do not expect the catalog to function like a simple and easy map which shows you how to get from point A, entrance, to point B, graduation. Instead, the catalog may at first confuse you because of the variety of possible paths available at Guilford.

If you read over the section on Academic Programs, you will discover that you are confronted with the options of a major with a minor or a related field, or a double major, or a joint major. You will see before you an expanding, geographical picture with opportunities to study in London, Paris or Munich, or summer trips to Europe or the American West with academic credit, and seminars in Washington and New York during school breaks. You will also see a number of special concentrations, from Women's Studies to computers, that cross over traditional academic departmental boundaries. And you will find that you are required to take at least two courses that are specifically designed to emphasize interdisciplinary learning — IDS 101 (Interdisciplinary Studies) your freshman year and then IDS 401 your senior year.

The profusion of options at Guilford is based on a belief that is the distinguishing hallmark of the College: the belief in the interdisciplinary nature of all knowledge, the belief that all aspects of study are inter-connected.

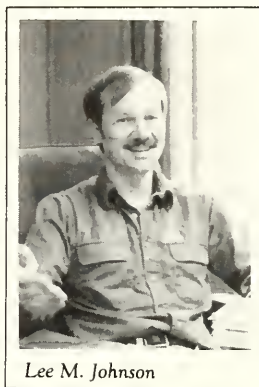
You will find that you have an opportunity at Guilford to make connections: to connect the past to the future, to connect tradition with innovation, to connect the emotional knowledge of the heart with the intellectual knowledge of the head.

As a Guilford student, you will be in an environment that will give you special

opportunities to figure out how to connect your private self with the larger world around you; you will find Guilford faculty especially open to helping you to find a way to connect effectively your personal dreams and visions of life to the social context in which you will live after you leave Guilford. At its best, your four years at Guilford College can provide you with an effective role that connects your inner self with the outer world.

That outer world will be increasingly complex and global, increasingly interdependent and collective; therefore whatever inner enlightenment you can bring to your role will have a very real value. Your education should not stop at graduation; what you can learn at Guilford is the process of education, the way in which you will continue to grow, to accommodate change and to direct your personal energies towards other people, experiencing life as a series of new connections.

What this really means is that Guilford provides multiple paths. It allows students to make unexpected turns and complicated cross movements, not always following the straightest lines. For example, in the last three years Guilford has had three Fulbright program scholars — Bill Meikrantz, Jennifer Kuhn and Conrad Plaut. Both Bill and Jennifer, interestingly enough, studied physics and French. Bill went on to study biophysics in the French-speaking part of Belgium with a Nobel Laureate, while Jennifer now teaches physics in France. Conrad Plaut, an '83 Fulbright Fellow who majored in math and English, is studying math in Yugoslavia while also working on



Lee M. Johnson

comparisons between language and numbers as symbol systems.

Other Guilford students have combined their study and interests in a variety of ways—a recent foreign languages and political science double major now works with the BBC news bureau in London; a mathematics-accounting double major is a top level manager for a group of hospitals and medical clinics; a foreign languages major has been awarded one of 100 Harry S. Truman scholarships, given nationally to students who plan careers in government.

Guilford does not require students to become interdisciplinary in their studies; all of the traditional majors and pre-professional training options are available as regular channels towards the degree, but the freshman and senior IDS courses are intended to frame a course of study rich in possibilities for making connections. That aspect of Guilford is not only valuable for students but for faculty as well: for example, Jerry Godard, who is Dana Professor of Psychology and Literature, has recently written a book on William Blake, the English poet, as anticipator of the psychology of Freud, Jung and Rank, a book which formed the basis for his IDS 401 course in the fall of '83. As a small school, Guilford's vitality is increased by the atmosphere that allows faculty and students to explore new connections together.

In reading this catalog carefully you will become aware of the wealth and variety of learning that Guilford has to offer you. But not everything, of course, can be included in a catalog. There are many interesting courses that are unusual in nature that appear under special topics for each department, listed as 250 or 450. Most departments list examples of special topics but students would do well to inquire of department chairpersons about new courses being offered under those headings. The catalog can tell you where to go to find out more information that will help you plot the best course for

yourself through four years at Guilford; you may need to talk in person with the people in charge of the Honors Program, for example, or Intercultural Studies, or Humanistic Studies to find out if these special study opportunities meet your interests.

The catalog can help you plan your journey and direct your course, but it cannot, of course, reveal what moving along that road will feel like in the process. The spirit of Guilford with its emphasis on the interconnectedness of all human experience, the Quaker heritage with its profound sense of inner, personal value attached to the pursuit of learning can only be experienced as you move through your four-year path.

Lee M. Johnson
Assistant Professor of English
Editor, 1984-86 Catalog

What Distinguishes Guilford College?

What distinguishes Guilford College?
 A beautiful campus?
 Outstanding academic programs?
 A spirited and zestful ethos?
 Close faculty/student relationships?
 Strong recreational and athletic programs?
 Attention to personal and social values?
 Effective career and placement programs?

Guilford has all of these.

And what is more, they are integrated with balance and imagination. Guilford is a Quaker liberal arts college; one of the oldest coeducational colleges in the nation, yet one of the most forward looking.

The traditions of excellence in learning, value sensitivity, equality of opportunity, consensual governance and wholehearted community are complemented by new international programs, interdisciplinary studies, closely integrated liberal arts and pre-professional and technical preparation, and innovative styles of teaching and learning.

The decision to go to college, especially a private liberal arts college like Guilford, is very important. It is a decisive point at which you may, perhaps for the first time, make a choice that will shape the

characteristics of your future life—ways of thinking rigorously and creatively; ways of understanding contemporary issues in historical and social perspectives; knowledge and skills that prepare you for a successful career; personal friendships of a quality that will be enduring; styles of personal relaxation, recreation and reflection; deeper ways of enjoying the

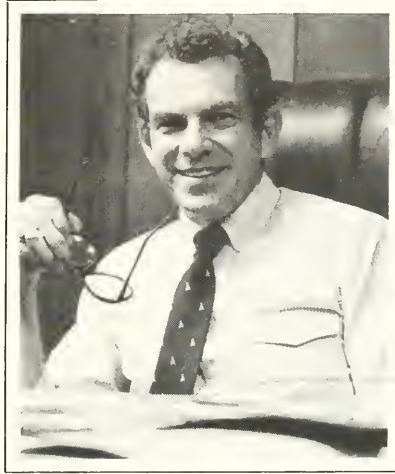
aesthetic aspects of culture; and modes of working through personal dilemmas with an understanding of values and commitments worthy of devotion.

All of this can be best accomplished at a college like Guilford: small enough to offer close and caring relationships, yet large enough to have the faculty and facilities for a full-scale academic program.

It is finally the quality and warmth of the

people who are attracted to Guilford that give it distinction—people who have a seriousness of purpose and are also fun loving; people selected carefully to take optimal advantage of the opportunities of the College; people who care about the world around them.

We would welcome you into this community!



William R. Rogers.

William R. Rogers
 President

A Guilford Profile

THE COLLEGE

Founded in 1837 by the Religious Society of Friends (Quakers) as New Garden Boarding School. Became Guilford College in 1889—third oldest coeducational institution in the nation.

THE CURRICULUM

Four-year liberal arts, accredited by the Commission of the Southern Association of Colleges and Schools

28 academic majors plus 4 preprofessional programs, and 12 concentrations

Special Options

Member of an area college/university consortium—allows students to take courses at six other campuses without additional charge

Off-campus study programs in New York City, Washington, Guilford's facilities on North Carolina's Outer Banks, St. Petersburg, FL, Rocky Mountains and San Francisco

Summer or semester abroad programs available in England, Germany, Japan, Greece, France, Russia and Spain

Five cooperative programs with various universities and one medical school

Internship program offering practical experience available in businesses, industries and agencies

THE ENROLLMENT

1,050 undergraduates

Male 54% Female 46%

Residential students 900

Representing 30 states and 31 foreign countries

60% come from outside North Carolina

9% are Quaker students

Other Enrollment

450 evening students, Center for Continuing Education

THE FACULTY

93 full-time equivalent faculty members (83 full time)

85% with Ph.D's from over 50 different universities

Student/Faculty Ratio

1 to 16

Average Class Size

19 students

DEGREES GRANTED

A.B., B.S., B.F.A.

A.A. and B.A.S. degrees also offered in accounting, administration of justice and management through Center for Continuing Education

Certificate of study offered in all majors

THE CAMPUS

300 acres, includes Georgian architecture with all buildings new, restored or renovated in past 15 years

Located in northwest Greensboro, second largest city in North Carolina (population of metropolitan area: 317,000)

Special Facilities

Library: 200,000 books, periodicals and nonprint media

Physical Education Center: newest campus facility (1980), 64,000 square feet including varsity basketball court, natatorium with separate diving tank, three other courts plus racquetball and handball courts

Arts and Crafts Center: studios, gallery space, outdoor kiln

CCE Lounge for adult students to meet and study

Other: Academic Skills Center includes limited free tutoring service; computer center (two DEC PDP-11/system computers, a VAX 750 and 22 IBM PC microcomputers with terminals in five campus buildings)

Astronomy Observatory (1981), shared with two other institutions, 32" telescope plus TV system which enhances to 100" telescope quality

Special Distinctions

Poetry Center for the Southeast

Journal of Undergraduate Mathematics, Monographs in Undergraduate Mathematics, The Undergraduate Journal of Physics, Degre' Second: Studies in French Literature, The Southern Friend and The Guilford Review edited and published at Guilford

Student honors: four recent Danforth Fellows and three Fulbright program scholars

Athletics

7 men's varsity sports (baseball, basketball, football, golf, lacrosse, soccer, tennis) and 5 women's varsity sports (basketball, softball, tennis, volleyball, lacrosse) plus complete intramural program and club sports

FINANCIAL INFORMATION

Tuition and fees	\$5,114
Room and board	\$2,474
Student activity fee	\$ 122
Total	\$7,710

Student Aid

67% of students receive some form of financial aid

\$2,076,240 in scholarships, loans and grants awarded in 1982-83

College Endowment

\$11 million (market value)



Campus transportation.

Correspondence Directory

For Information on:	Write To:
Academics	Samuel Schuman, Academic Dean
Admissions	Frances J. Cook, Dean of Admissions and Financial Aid
Business	Richard Coe, Business Manager
Development	James C. Newlin, Director of Development and Financial Affairs
Financial Aid	Anthony E. Gurley, Director of Financial Aid
Job Placement	James Keith, Director of Career Development and Experiential Learning
Records and Registration	Floyd A. Reynolds, Registrar or Cathy O. West, Assistant Registrar, Center for Continuing Education
Student Housing	Robert White, Director of Housing and Security Services
Other Student Matters	Kenneth L. Schwab, Dean of Students

Address all correspondence to:
Guilford College
5800 West Friendly Avenue
Greensboro, North Carolina 27410
(919)292-5511

Contents

I. An Overview 1

II. Academic Programs 11

III. Campus Living 37

IV. Admissions, Fees and Student Aid 47

V. Continuing Education 59

VI. Departmental Programs 65

VII. Personnel 114

VIII. Appendix 124

 Calendar 124

 Academic Regulations 125

The Guilford College Catalog contains information about the educational climate, the academic programs and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations,

describes the course offerings and lists the faculty and administrative staff. The College reserves the right to change any provision, offering, fee or requirement at any time to carry out the objectives and purposes of the College.



King Hall houses science laboratories.

I. An Overview

Guilford College is an educational community which strives to further personal growth, intellectually and spiritually, among its students and faculty by sharing fully in a number of rich traditions. Among these are a liberal arts tradition which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; a tradition of career development and community service which provides students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and the Quaker-Christian tradition which places special emphasis on helping individuals to examine and strengthen their values, recognizing that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker faith stresses candor, integrity, tolerance, simplicity and strong concern for social justice and world peace. Growing out of this faith the College emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close personal relationships between students and faculty in the pursuit of knowledge, faculty governance by consensus, and commitment to the value of lifelong growth through education.

While Guilford College expects each student to develop a broad understanding and appreciation of the important elements of our intellectual and social heritage and at the same time to develop a special competence in one chosen discipline, there is ample flexibility in its curriculum to encourage each student to pursue a program of studies characterized by responsible, independent choice particularly suited to personal needs, skills and aspirations. There is full acceptance of those traditional goals and methods which have proven their value in the past; yet the College also encourages innovation through the use and

development of new approaches to teaching and learning. Guilford particularly seeks to explore and to clarify the interdisciplinary nature of all human knowledge and to develop a capacity to reason effectively, to look beneath the surface of issues, and to draw conclusions incisively, critically and with fairness to other points of view.

The College desires to have a "community of seekers," individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution — a diversity of older and younger, a diversity of race and origin, a diversity of beliefs and of what is valued among individuals. Through experiencing such differences and contending points of view there is hope of freeing ourselves from unconscious bias and of helping one another in the search. In this way each member of the College confronts the important questions of moral responsibility, strives for personal fulfillment and cultivates respect for all individuals in an environment wherein convictions, purposes and aspirations, which are deeply felt but difficult to articulate, can be carried forward.

(Statement of Purpose adopted by the Guilford College Board of Trustees October 26, 1974.)

QUAKER HERITAGE

Guilford College opened its doors in 1837 as New Garden Boarding School, founded by the Religious Society of Friends, known as Quakers. It is the oldest coeducational institution in the South. In 1889 the academic program was greatly expanded, and the school became Guilford College, a small Quaker liberal arts college.

The purpose of the institution from the beginning was the training of responsible and enlightened leaders, both men and women. Its method was the liberal arts, viewed not as a static body of knowledge

but as a stimulus to intellectual and spiritual growth. As the Board of Trustees declared in 1848:

"By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue."

Quakerism has been traditionally a mode of life rooted in simplicity, regard for the individual, peace and social concern. It also has been a mode of inquiry, the search for truth by the individual sustained by the whole community of seekers. Today Quakers make up about nine percent of Guilford's student body and approximately 20 percent of the faculty and administrative staff. Guilford College does not attempt to indoctrinate in Quakerism, but the Friends tradition continues to enrich the College's atmosphere of free inquiry.

Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility. It requires equally an atmosphere of academic and personal concern, a commitment to human values and human beings. It is in the combination of these academic and personal qualities that Guilford's uniqueness lies.

Through the years Guilford has remained true to the vision of its founders. It has not, however, been a static institution. It has continually sought new methods of challenging students, bringing them into contact with ideas and experiences that matter, and helping them eventually to arrive at their fullest potential, both as individuals and as members of society.

THE COLLEGE SETTING

The 300-acre campus of Guilford College is located in northwest Greensboro, North Carolina, in the Piedmont section of the state, midway between the seacoast and the Great Smoky Mountains, both

readily accessible for weekend outings. The handsome College buildings, shaded by fine old trees, are constructed of Carolina brick, the architecture showing the Georgian Colonial influence in balance of design and in contrast of white columns and red brick. Boxwood and magnolias, dogwood and holly, oaks and pines add to the beauty of the surroundings. There is a small lake in the valley beyond the new and strikingly contemporary Ragan-Brown Field House.

Historically the Guilford College neighborhood has a number of interesting associations. The first settlers, Quakers from Pennsylvania, came into "this majestic wilderness" about 1748 and named the place New Garden. Their monthly meeting was established in 1754. John Woolman's *Journal* includes a letter which he wrote to these "first Planters of Truth in the Province." In the graveyard behind New Garden Friends Meeting, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse, one of the last important engagements of the Revolutionary War. The battleground, now a national park, is four miles northeast of the campus.

Across Friendly Avenue from the College is the Quaker Village Shopping Center. Banks, medical offices, restaurants and a variety of shops are located in the community.

Across from one side of the campus are New Garden Friends Meeting, the North Carolina Yearly Meeting Offices, and Friends Homes, a retirement community, which provides internship and employment opportunities for students. These Friends also serve as a highly skilled source of volunteer assistance in certain areas of the College. On another side is the New Garden Friends School, an upper and lower school, making a multi-generational community and providing other internship and research opportunities.

Greensboro itself, a bustling, prosperous, rapidly expanding city of approximately 180,000, has various

cultural, entertainment, service and religious offerings. It is the home of two other colleges besides Guilford — Bennett and Greensboro — which combine with Guilford in a consortium which allows cross-registration for courses. There are two branches of the state university — North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro — at which Guilford students may also take courses. Lectures, concerts, symposia and films offered by these institutions are often available to Guilford students. The Eastern Music Festival, held during July and August on the Guilford campus, offers exceptional opportunities to summer students to listen to good music.

The climate is mild and generally pleasant, making it possible to engage in outdoor sports during every month of the year. In the winter there is a great deal of sunshine; although there may be some

snowfall, extremely cold weather is rare and spring comes early, with flowering trees and shrubs from February through June.

Guilford College is easily accessible from the Greensboro/High Point/Winston-Salem Regional Airport, three miles west; from Interstate 40, two miles south; or from Interstate 85, eight miles south.

THE STUDENT BODY

Of the approximately 1,500 students attending Guilford College, about 1,050 are enrolled through the Residential campus, with the remaining 450 enrolled through the Center for Continuing Education. About 54 percent of the student body is male; 46 percent, female.

In general, residential students are in the 18- to 22-year age group; they attend college full time, and almost all live in college dormitories. Continuing education



Balmy day brings out lacrosse spectators.

students are usually older; many carry full-time employment responsibilities; some have been out of school for several years. About half of the continuing education students study part-time to complete their degrees or to increase their professional competence. A few already have a bachelor's degree and are either acquiring a second degree or working in an area of special interest for a certificate of study. All continuing education students commute to campus. They may attend classes during day or evening hours. (See Chapter V.)

About 40 percent of the students are from North Carolina; the rest represent a wide spectrum of states and 31 foreign countries. Many religious denominations are represented.

Guilford College recognizes the special needs of and opportunities provided by college students with physical handicaps and/or learning disabilities. When

requested, and supported by appropriate medical testimony, the College will endeavor to develop, through the Office of the Academic Dean, an individualized learning plan for such students. The plan will utilize, where called for, such adjustments of the normal instructional process as untimed exams, oral reports and exams, etc. The Academic Skills Center will act as a coordination and referral resource for these students. Normal non-discriminatory admissions standards and processes will govern the entrance of these, as of all, students to Guilford. Additionally, as is the case with all students, the policy on student promotions and prescribed graduation requirements will apply.

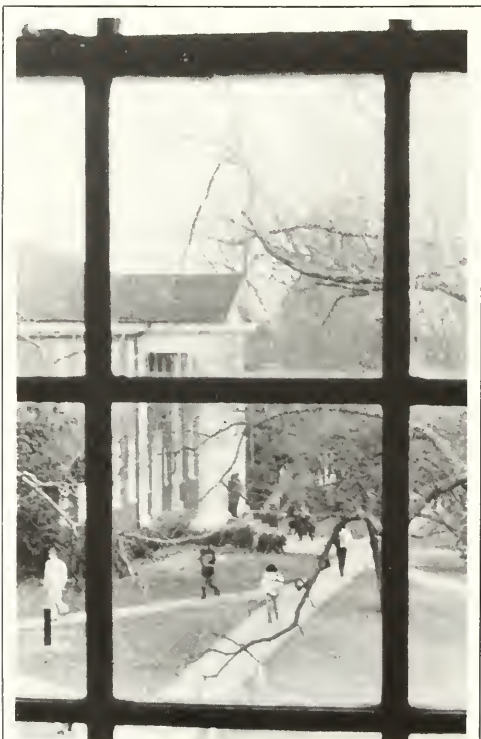
THE FACULTY

Guilford College has a faculty of 83 full-time members, supplemented by a number of specially qualified lecturers and part-time instructors. A low student-faculty ratio offers students exceptional access to faculty for guidance in their studies, academic counseling and enriching personal association.

The Guilford faculty is highly competent professionally. Approximately 85 percent have received doctoral or equivalent terminal degrees from leading universities in diverse parts of the United States and some foreign countries. Faculty members share professional and avocational interests with students both inside and outside the classroom and participate with them in campus and community organizations and activities. About 30 percent of the faculty is female. Perhaps most important for the student, the faculty is sincerely committed to undergraduate teaching and sees learning as a common venture with students into the vital questions of human life.

LEARNING RESOURCES

Although libraries and laboratories, classrooms and computers alone cannot



View from Duke Memorial Hall.

produce educated men and women, they are necessary ingredients in the educational process. Guilford students are urged to make full use of the abundant learning resources which the College provides.

The Library

The Guilford College Library maintains one of the best collections of any private senior liberal arts institution in North Carolina. Its collections support all areas of the curriculum with approximately 200,000 books, periodicals and a variety of non-print media (another 1.9 million volumes available at area colleges).

Guilford regards the undergraduate library as an active, integral part of the academic program. Consonant with this, the Library provides numerous services which reinforce and extend the instructional process. Among these are individual and group instruction in library research methods and paper writing, a current awareness service for faculty and students, and a multi-media program which makes available a wide array of learning devices such as video recorders, films, microfilms, phonodiscs, tapes, models and games.

The Library also maintains numerous research and study areas with a seating capacity in excess of 200. Additionally it houses seminar and typing rooms, small study rooms, individual study carrels and two lounges for refreshment and review of newly cataloged additions to the collections.

Because of its historical, genealogical and institutional significance, the Friends Historical Collection of the Library holds a unique place among special collections of the Southeast. This library within the Library contains rooms for research, historical artifacts and a fire-resistant vault in which the North Carolina Yearly Meeting of Friends has deposited over 600 manuscript books containing North Carolina records of the Religious Society of Friends dating from 1680.



Reading nook in the Library.

Classroom Buildings and Laboratories

The two main classroom buildings are Duke Memorial Hall and King Hall. In addition to classrooms and offices, King Hall also houses science laboratories. The foreign languages laboratory, the Computer Center, and an audio-visual center are located in Duke Memorial Hall. Duke Memorial Hall was built in 1897 by James B. and Benjamin N. Duke in memory of their sister, Mary Elizabeth Duke Lyon. King Hall, originally built in 1883, was named for Francis T. King, of Baltimore, Maryland, a Quaker friend to the College for three decades.

The biology department has five well-equipped laboratories, a greenhouse, and an animal and culture room. There are additional areas where students may carry on individual research. The Edgar V. Benbow Microbiology Laboratory is completely furnished with modern microbiological equipment. The Bailes Greenhouse, gift of E. C. Bailes in memory of Kathleen D. Bailes, provides



Greenhouse provides botany lab.

opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. An herbarium is also available for plant study. The physiology laboratory provides equipment for studies of animal and human functions. Individual and research microscopes, photographic equipment, and field equipment provide useful tools for students in all courses. The department maintains a collection of specimens of bird species of North Carolina. The College woods and lake provide further "outdoor laboratories" for research and study.

The five laboratories of the chemistry department are well equipped for experimental work at all levels. A radioisotope laboratory was funded through a grant from the Atomic Energy Commission. Through grants and gifts from industry, the Harvey A. Ljung Instrumentation Laboratory is being continually updated and extended, the most recent gifts being Perkin-Elmer grating-infrared and atomic absorption spectrophotometers.

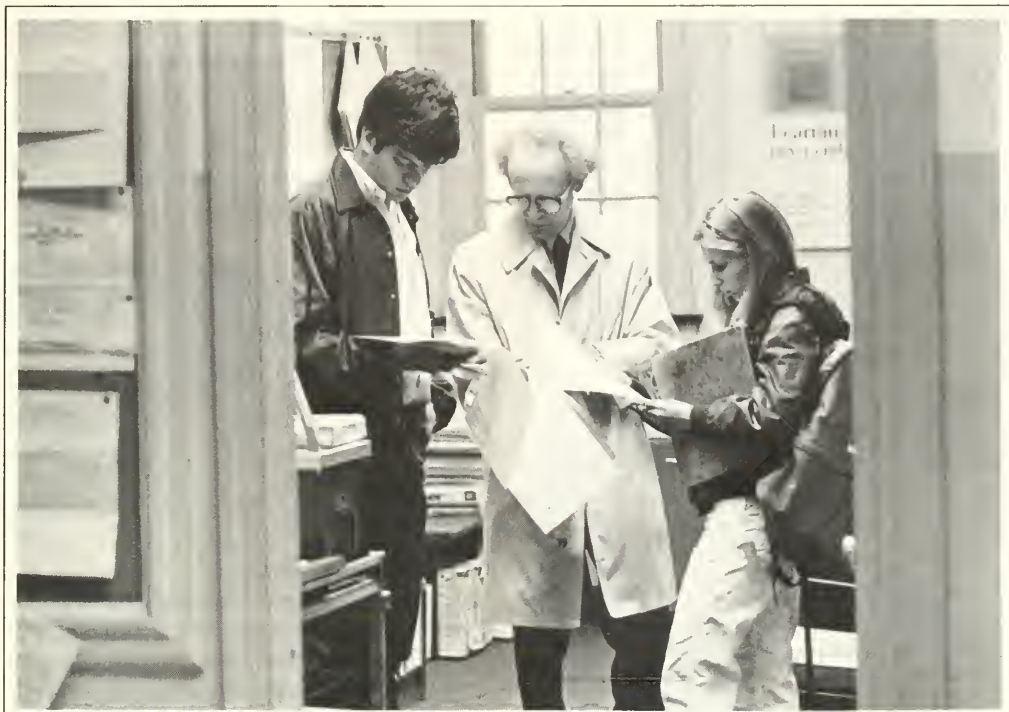
The physics department laboratories house an atomic absorption spectrophotometer, a precision high field magnet, lasers, a research-grade nuclear magnetic resonance spectrometer, a multi-channel

analyzer, a Mössbauer spectrometer, modern nuclear counting gear, a holographic system, and an electronic laboratory designed for the use of integrated circuits for the construction of electronic devices. The E. Garness Purdom Physics Laboratory serves freshman physics students. Equipment for observational astronomy includes seven small telescopes of six-inch or greater aperture. One of these is an eight-inch Celestron equipped for visual spectroscopy and astro-photography. The College also shares the Tri-College Observatory, which includes a research-grade 32-inch telescope. This observatory, completed in 1981, includes a microprocessor for counter-rotational movement, and TV as well as photo recording equipment. A significant part of the learning experience in the physics department takes place in the laboratory.

Geology laboratories provide space for a complete geology program. They are equipped with rock saws and lapidary wheels for the preparation of specimens, polarizing microscopes, photomicrographic facilities, atomic absorption flame spectrophotometer, stream tables, portable magnetometer and various field study devices, both chemical and physical. The College also owns a seismograph-equipped truck. Additional equipment,



Gallery of Founders Hall features art exhibits.



Chemistry Professor Ted Benfey reviews assignments.

facilities and library collections are available through cooperative programs with the University of North Carolina at Chapel Hill. The College owns an extensive rock, mineral and fossil collection to which additions are made through purchase and field trips. The Frank L. and Ethel Watkins Crutchfield rock collection, focused on fluorescent minerals, was a 1978 gift to the laboratory.

The psychology laboratory provides for study and research in both human and animal behavior. Skinner boxes for animal studies; apparatus for studying human sensory abilities, including depth perception, auditory acuity, visual discrimination and illusions; EEG, muscle and skin temperature biofeedback equipment; tests for individual and group assessment; and mazes and mirror-drawing are utilized by students and faculty in the main laboratory or in individual research rooms, including a soundproof room, an

electrically shielded room and one-way vision observation rooms.

Much material and equipment are shared by all departments. An example is the equipment for examining water quality, which has been used by the biology, chemistry and geology departments in studying local watersheds. Laboratories are open for evening as well as daytime use.

The Price Language Laboratory contains 30 booths equipped with cassette recorders with which students may receive lessons from master tapes or work independently with tapes of their own. The laboratory is open each weekday as well as on certain nights for regularly scheduled groups and students who wish to work independently. Students also may have language programs duplicated on cassettes through the Media Center in the basement of the Library.

Film viewing and demonstration lectures for groups up to 100 can be

accommodated in the C. Elmer Leak Audio-Visual Center.

The Academic Skills Center

The Academic Skills Center, located in the Library basement, is a resource for students who want to improve their basic skills in reading, writing and studying or to review basic procedures in mathematics and science. Professional tutors help students plan individual programs for skills development. ASC offers:

- workshops in sentence skills and research techniques;
- computer and audio-visual programs for individually paced learning;
- conferences in which students and tutors plan strategies for specific assignments or for the improvement of basic skills;
- worksheets and books on academic skills which students may use independently or with the help of a tutor;
- a Student Tutoring Service through which students may arrange for peer tutoring in specific courses.

The Computer Center

Guilford College has a significant variety of computer opportunities, providing students and faculty with powerful tools

for research, statistical and mathematical analysis, simulation models, data processing and management training. Introductory courses are offered in management of information systems and numerical analysis, and many courses include integrated computing instruction and training.

The College's new central computer for academic programs, Digital's VAX 750, has 60-terminal capacity. The College also has two DEC PDP 11 systems. A new microcomputer lab contains 20 IBM personal computers, while other terminals are located in the Library and elsewhere, allowing students ample input and processing time. The Computer Center is located in Duke Memorial Hall.

Studios and Galleries

Studios for pottery, weaving, painting and printmaking may be found in Hege-Cox Hall, which also has gallery space for exhibits by staff and students, the art department offices, and an outdoor kiln for firing pottery. Cox Hall was transformed into an arts and crafts center in 1977 through a gift from Curt Hege and his wife, Pat Shields Hege. Its original namesakes in 1912 were Jeremiah and Margaret Cox, superintendent and matron



Hangings the art exhibit.

of New Garden Boarding School.

A gallery on the second floor of Founders Hall is also available for exhibits by students, faculty and visiting artists. This building, dating from 1836, was reconstructed in 1975 on the site of the first building of New Garden Boarding School.

Practicing and Performing Space

The south wing of the Charles A. Dana Auditorium houses practice rooms for music majors and a large choir room for rehearsals and musicals. The auditorium itself, completed in 1961, seats about 1,000 people and is used for major musical and dramatic events as well as for lectures, conferences and commencement exercises. The building also contains the Mary Pemberton Moon Room, suitable in size and arrangement for worship, informal lectures and monthly faculty meetings.

Sternberger Auditorium, adjacent to Founders Hall, seats approximately 400 and is equipped for stage productions, concerts, lectures, films and dances. This building, constructed in 1975 through the generosity of the Sigmund Sternberger Foundation, also houses the drama department.

The Physical Education Center

Expanded opportunities for physical development, recreation and athletic competition are provided in Guilford College's newest facility, the \$4 million Physical Education Center, dedicated in 1980. The Center consists of the new Ragan-Brown Field House and the renovated Alumni Gymnasium. The field house, named in honor of Herbert T. and Elizabeth H. Ragan, and Edwin P. and Dorothy H. Brown, has three basketball courts, soaring hyperbolic paraboloid ceilings, seating for up to 2,500 spectators, a swimming pool and separate diving tank, a one-twelfth mile track, and convertible courts for tennis, badminton and volleyball. The gymnasium, built in 1940, contains physical education classrooms and offices for coaches and



Swim practice in Ragan-Brown Field House.

some faculty members. Near the Physical Education Center are eight tennis courts. Participation in intercollegiate and intramural sports is encouraged among all students.

The Guilford College Ragan-Brown Field House is a facility shared by the College and the Guilford College Community Y.M.C.A. It is used approximately 60 percent of the time by the College.

THE CONSORTIUM

In order to expand the number and variety of educational opportunities for students, Guilford College in 1968 joined Bennett College and Greensboro College to form the Greensboro Regional Consortium, Inc. Students registered in any of the three colleges may, with the Academic Dean's approval, take courses at the other consortium colleges for full

credit and without additional registration. A free shuttle bus transports students between the three campuses in Greensboro.

The three colleges operate on a common calendar. They share majors in art, chemistry, drama and speech, French, geology and earth science, music, political science, Spanish and special education for teacher training in the areas of learning disabilities, the mentally handicapped and the emotionally handicapped. Library resources also are shared.

Guilford also participates in the Greater Greensboro Consortium, through which students registered at Guilford may enroll in courses during the fall or spring semester at High Point College, North Carolina Agricultural and Technical State University, the University of North Carolina at Greensboro and Guilford Technical Community College. No additional charges beyond the payment of Guilford tuition are made unless the courses carry special fees.

The Summer Session

A joint summer session is administered by

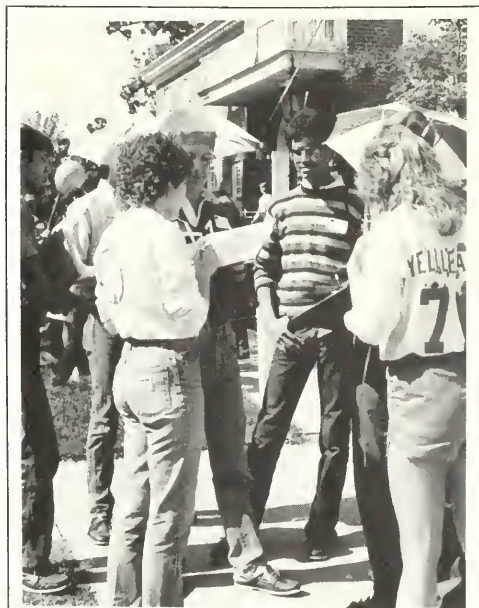
the Greensboro Regional Consortium, with two five-week day sessions and a 10-week evening session offered on the Guilford College campus. Courses are taught by faculty members from all the institutions. Through summer study, students may accelerate their programs, graduating earlier, or compensate for previous academic deficiencies.

Continuing education students may utilize the 10-week evening session to make more rapid progress toward a degree. A special Summer Scholars Program allows rising high school seniors with high academic potential to enroll for college-level courses designed to provide a challenging and enriching experience. Should the student decide to attend Guilford College, these courses count toward graduation. Information about summer programs is contained in a summer school catalog printed early in the spring. Requests should be addressed to the Admissions and Financial Aid Office, Guilford College.

ACCREDITATION AND AFFILIATION

Guilford College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and by the National Commission of Accrediting and is on the list of colleges and universities approved by the American Medical Association and the North Carolina State Department of Public Instruction. Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford College holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges, the American Council on Education, the American Association of Higher Education, the North Carolina Association of Independent Colleges and Universities, the Friends Association for Higher Education and The College Board.



Serendipity Weekend welcomes spring.

II. Academic Programs

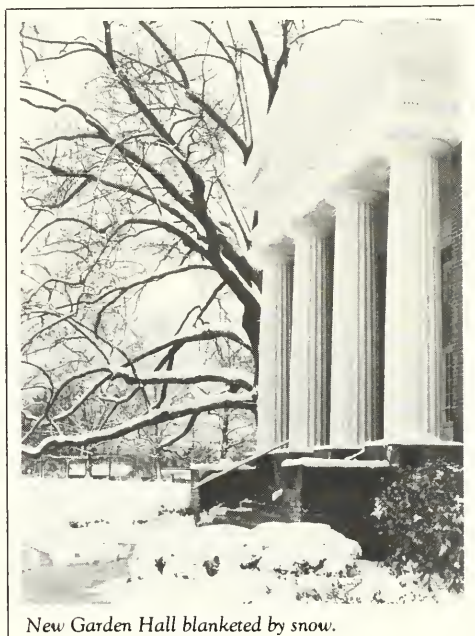
As a liberal arts institution, Guilford College stresses broad academic excellence, personal growth and responsible choice. As a Quaker college, Guilford offers an educational experience which emphasizes the study of human values and the interrelatedness of the world. The curriculum prescribes for all students a basic framework of general courses designed to acquaint them with the best in the diverse cultural traditions of the world, to open to them the broad range of ideas and modes of experience represented in various disciplines, to equip them to think cogently, critically and creatively. Within this framework, students pursue studies in depth in a specialized major. Guilford also encourages students to create individual programs, selecting studies which will best contribute to their own development and their own interests. Faculty advisers are readily accessible to assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford deliberately offers a selection of educational experiences. Most courses combine lectures with discussion or laboratory and require papers and examinations. Seminars, demanding more direct participation by the student, also are common; and opportunities for independent study are provided by most departments. Off-campus learning experiences and foreign study are encouraged. To relate work experiences to formal studies, students are assisted in designing internships in the community.

REQUIRED LIBERAL ARTS COURSES

Guilford College requires all students to take a group of courses that insure the breadth of a liberal arts background. This core of courses is divided into three categories: General Requirements, Area

Requirements and Distribution Requirements. These requirements are described and explained in the following section of the catalog. In addition, on pages 15 and 16, students can see the total picture of the core requirements in the format of a checklist. Each time students register, this checklist is used to help plan course selection. Students should work with advisers in consulting this checklist. In particular, students who expect to study abroad in London, Paris, Munich or Japan or who plan to spend a semester off campus in an internship program should look ahead carefully in planning how to fulfill the core requirements.



New Garden Hall blanketed by snow.

GENERAL COURSES REQUIRED FOR GRADUATION

The emphasis in the Guilford College curriculum is on flexibility and free choice, with a limited number of courses required of all students seeking the bachelor's degree: Interdisciplinary Studies 101 and 401 and English 150 and 151. Candidates for the two-year

Associate of Arts degree, offered in accounting, administration of justice and management, complete Interdisciplinary Studies 101 and English 150 and 151, but are not required to take Interdisciplinary Studies 401.

Interdisciplinary Studies

Interdisciplinary Studies 101 and 401 are designed to demonstrate the interrelatedness of all knowledge. Students enroll in the first course in Interdisciplinary Studies (IDS 101) during the first semester of the freshman year. Transfer students above the freshman level are excused from the 101 course but not from the 401 course. CCE students may substitute General Studies (G ST 250), Adults in Transition, for IDS 101.

The Interdisciplinary Studies 101 course is taught in small discussion groups by a team of professors from various departments who also serve as advisers to freshman students. The course explores a single major theme. Autobiographical and literary emphases are included, along with class discussion, off-campus visits,

presentations by speakers and craftsmen from the community and group projects. Personal response to course material is required in several forms, including journal writing, artistic involvement, classroom presentations and analytical paper writing.

Interdisciplinary Studies 401 is a series of interdisciplinary courses designed to provide a capstone experience during which students, drawing upon the experience gained from previous college work, explore issues which cross traditional disciplinary lines. Courses vary from semester to semester and frequently involve team teaching by professors from the disciplines involved. Typical courses include The Psychology of Sports, Politics and Social Change, The History and Philosophy of Oriental Science, The Problem of Knowledge and Uncertainty, and Concepts of Time.

English

Freshmen take as their requirement in English two courses conceived as an organic unity, English 150-151



On the way to class.



Adrienne Manns goes over a student's paper.

(Composition and Literature I-II), unless their performance on the English Placement Essay and Usage Examination administered at registration demonstrates their need for a more basic course addressing grammar, punctuation, sentence and paragraph structure and the fundamentals of rhetoric. For these students, the English requirement is three rather than two courses; they enroll in English 110 (Basic Composition) first semester, English 150 second semester and English 151 the first semester of the sophomore year. Students who do exceptionally well in English 150 enroll in an Honors Section of English 151; if schedule conflicts make this impossible, they may be permitted by the department to substitute a specific literature course involving substantial writing.

The aim of the required composition and literature courses is to nurture the faculties of mind central to one's growth and continuing development in the liberal arts. The department's shared goals require that the student become capable of presenting an argument which defends a clear thesis of his/her own devising. This involves the use of appropriate evidence displayed in a logical structure of

clearly connected paragraphs. In addition, the student should be able to read and interpret major works of literature with a deepening awareness of human questions and moral issues and with increasing sensitivity to the way language functions in non-literal ways to create meaning. The fundamentals of usage which are taught in detail in English 110 are reviewed, when necessary, in English 150-151.

All students whose native language is not English take the English Placement Essay and Usage Examination and the Reading Test. If their scores indicate they will have difficulty in college reading and/or writing, they are required to take English 011 (English as a Second Language) in addition to English 110 (Basic Composition) and English 106 (Developmental Reading). These may be taken simultaneously or sequentially, depending on individual needs. English 011, although bearing no college credit, is, for purposes of international student visa requirements, considered equivalent to a full credit course.

AREA REQUIREMENTS

In order to enrich the student's educational experiences and expand them beyond the limits of a specialized major, Guilford College requires one course in intercultural studies and foreign language study through the 102 or 110 level. Students may choose the intercultural studies course best suited to individual interests and needs from the group of approved classes. Study in a broad range of foreign languages is possible.

Intercultural Studies

One course in intercultural studies is required for every student. The purpose of this requirement is to encourage students to expand their horizons beyond the American-European tradition to the cultures of Asia, Africa or Latin America. Intercultural courses examine the patterns of thought, religious and philosophical traditions, modes of artistic expression, political and social structures, economic

systems and ways of life found in cultures other than our own. The Quaker heritage of a global perspective is supportive of such intercultural studies. Normally, intercultural courses are open only to upperclassmen, although freshmen may enroll with the consent of the instructor. Seniors are advised to take upper division (300-400 level) courses. Courses in intercultural studies may be taken in the student's major field but may not count for both the major and the intercultural requirement.

Foreign Languages

The focus of the language program is on language as a key to international and intercultural understanding. Language study is available on the Guilford College campus in French, German, Spanish, Japanese, Greek and Latin. Italian is available through the consortium colleges. The foreign language requirement may be fulfilled by completing either a 102 or 110 course. A foreign language proficiency test is available for freshmen upon registration. Scores on this test indicate placement in either 101 or 110 (102 for Latin or Greek) or exemption from further language study. Students placing into 101 must take both 101 and 102. The foreign language requirement also may be satisfied by completing a foreign language course equivalent to 102 or 110 in a program of overseas study. Candidates for the Bachelor of Administrative Science (limited to continuing education students) in accounting, administration of justice or management are not required to take a foreign language.

DISTRIBUTION REQUIREMENTS

Guilford College requires of its graduates an acquaintance with the broad divisions of knowledge recognized as integral to the liberal arts: one course each in history and the creative arts and two courses in the humanities, science/mathematics and the

social sciences, respectively. Candidates for the Associate of Arts degree select one course in history; one course in literature, philosophy, or religious studies; and one course in science or mathematics. A wide selection of courses is available. Not every course listed in departmental offerings, however, satisfies the distribution requirements. To be acceptable, courses must be approved by the faculty Curriculum Committee.

All students take one course in history. The purpose of this requirement is to provide through that course a broad cultural, political, social and religious context for other studies.

The creative arts requirement is one course in art, comparative arts, creative writing, music or drama.

In the humanities, two courses are to be selected from two of three areas: philosophy, religious studies and literature (English literature, literature in a foreign language, or literature in translation, including the classics).

The requirement in the sciences is one science course with a laboratory and either a second science course, with or without a laboratory, or a designated mathematics course. Bachelor of Administrative Science degree candidates may satisfy this requirement with any two science or mathematics courses.

In the social sciences of economics, political science, psychology and sociology, two courses in two different departments are required. Administration of Justice 101 is also recognized as counting toward the social science requirement.

Required Liberal Arts Courses

Interdisciplinary — 2 Courses

IDS

101

401

English — 2 Courses

ENG

150

151

Intercultural — 1 Course

DRA	ECON	ART	HIS	PHIL	REL	SOC	SPAN
300	336	320	211	203	202	221	315
			212	295	203	353	322
			215	296	204	354	446
			216			358	447
			383				
			384				
			385				
			386				

Foreign Language — 1 Course

FREN	GER	GRK	JAP	LAT	SPAN
102	102	102	102	102	102
110	110				110

Creative Arts — 1 Course

ART	DRA	ENG	MUS
100	205	211	111
101	210	212	
102		321	
104		322	
248			
270			
271			
372			
373			
441			

History — 1 Course

CLAS	HIS	REL
230	101	215
	102	
	103	
	104	
	150	
	231	

Humanities — 2 Courses

(1 course from two of the three areas)

Literature						Philosophy	Religious Studies		
CLAS	DRA	ENG	FREN	GER	SPAN	PHIL	REL	REL	REL
301	280	224	311	311	311	100	100	210	310
302	307	255	312	312	312	111	101	215	320
	308	263	401	321	321	221	102	216	337
		264	402		442	301	104	221	351
		280	403		446		105	232	422
		344			447		202	233	440
							204	300	445

Sciences — 2 Courses

SUBDIVISION I

(1 lab science course required)

SUBDIVISION II — Non-lab science course

(a 2nd course from Subdivision I or a non-laboratory science course)

BIO	CHEM	GEOL	PHY	BIO	CHEM	GEOL	MATH	MATH
114	111	121	101	209	335	111	103	121
115	112	122	107	210		235	104	122
254		240	111	211		322	110	123
			112	212		131	112	131
			122			231	113	225
			302			225		

Social Sciences — 2 Courses

(2 courses, each with a different department)

AJ	ECON	ED	P S	PSY	SOC
101	221	391	101	200	101
313	222		102	224	102
			201	232	103
			203		

THE MAJOR

Departmental Majors

In addition to completing the general, area and distribution courses required by the College, each student selects a major field of specialization and usually completes eight courses (32 credits) in that field. Majors in some specialized fields (such as art, music and elementary or special education) normally complete more than the minimum eight courses. Candidates for the Bachelor of Administrative Science degree in management complete 10 courses. Candidates for the Associate of Arts degree in management complete five courses in the major.

Guilford College offers majors in 28 academic disciplines. Course work in most of the major fields offered may be completed on the Guilford College campus. Special education works in conjunction with Greensboro College through the consortium arrangement. Most courses in accounting, administration of justice and management are offered in the evening. Degree programs in chemistry, geology, mathematics, physics, psychology and sociology may be completed through either daytime or evening classes.

All students declare a major by the end of the fourth semester at Guilford. All courses required for the major must be passed with a C or better.

The Interdepartmental Major

Guilford College offers an interdisciplinary major in humanistic studies. Intended for mature students whose interests extend outside traditional departmental lines, the humanistic studies major allows students to define their own fields of concentration and to build coherent programs suited to their personal needs and career plans. The program may draw upon the total resources of the College, including departmental offerings, independent study and off-campus experiences. The student is responsible for developing an integrated concentration which culminates in a

substantial project during the final year.

Students interested in such a major are encouraged to talk with the chairperson of the Humanistic Studies Council. The council, consisting of three faculty members and the Academic Dean, admits students to the major, advises them and approves individual programs.

Although students may declare themselves Humanistic Studies majors as early as their freshman year, they make the formal application for admission to the program in the fall of their junior year. The written application must present a rationale for the proposed Humanistic Studies major; a coherent program of study made up of 12 courses and/or independent studies taken or proposed, including at least four courses on the junior or senior level; a tentative plan of the project culminating the program; and the name of the faculty member willing to sponsor the latter. If a student does not fulfill the terms of the approved proposal, program of study or plan for the culminating project, that student's eligibility to graduate as a Humanistic Studies major may be revoked by action of the Humanistic Studies Council. Some recent projects include Humanistic Psychology and the Scientific Revolution, Women as Artists in the Nineteenth Century and the Ethical Consideration of the Use of Power.

Joint Majors

Any student who wishes may work towards and receive a "double major" by meeting the full requirements of two departments (as currently outlined in the catalog p. 125). A student may petition for a "joint major" in two departments which would involve a waiver of the 32-hour credit requirement for a major, subject to the following limitations:

- The total number of credit hours earned for the combination of the two majors cannot be less than 56 and for either one of the majors cannot be less than 24;
- Both departments involved in the

joint major must approve of the joint major and either department may prescribe any or all courses which must be completed satisfactorily;

- The academic dean must approve of the joint major.

Students wishing a joint major with less than 32 credit hours in one or both of the majors should submit petitions to each of the departments involved at least a year in advance of their intended graduation dates; those petitions approved by both of the departments involved, listing any prescribed courses, are then forwarded to the Academic Dean for approval.

Joint majors are envisioned as being of two types: 1) In some cases two closely related departments may wish to consider courses within each other's curriculum as being appropriate for both majors, for example, math and physics. Thus, a student wishing a major in administration of justice and sociology might petition for

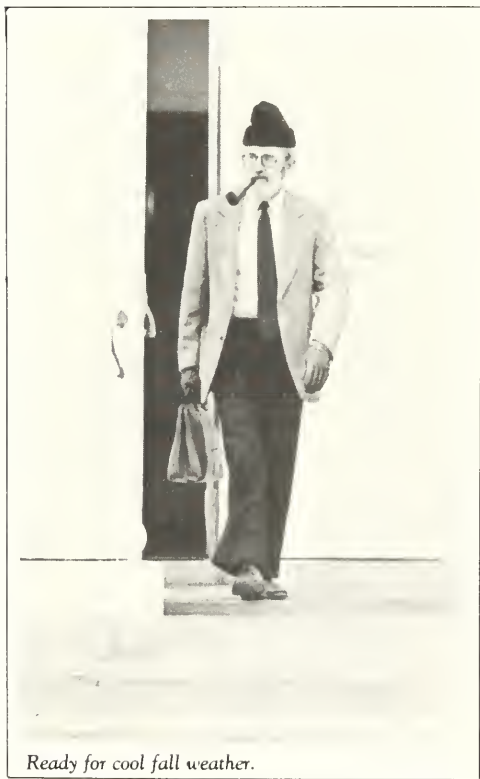
a joint major utilizing the course in Juvenile Delinquency for both; 2) Students may, with the advice and consent of two departments, wish to focus upon two very different areas during their careers at Guilford, say, one of the traditional arts and sciences and one of the pre-professional disciplines. Such a student might petition for a joint major, for example, in art and management.

THE MINOR

In addition to the eight courses for a major, four additional courses are required in a minor field for those seeking a Bachelor of Arts or a Bachelor of Science degree. These courses may be chosen from other major fields or from a number of special concentrations designed to enrich the student's educational program or to widen employment opportunities. Some departments specify minor courses or a cluster of related courses. In other departments, students plan a minor at the same time the major itself is planned with an adviser, to insure coherence between major courses, the related field and post-college plans. Such planning should normally occur no later than the fourth semester of college study or, for part-time or continuing education students, before completion of 32 credits. Junior transfers should do this planning on or shortly after entering Guilford. The Bachelor of Administrative Science degree requires six courses in the related subject field. The Associate of Arts degree requires three courses.

CONCENTRATIONS

Guilford College offers interdisciplinary concentrations in Afro-American Studies, Classics, Communications, the Computer, Democratic Management, Environmental Studies, the History and Philosophy of Science, Intercultural Studies, Medieval Studies, Peace and Justice Studies, Social Services and Women's Studies. These may serve as related fields, enhance opportunities for employment and



Ready for cool fall weather.



A quiet afternoon in Founders lounge.

provide coherence to the fulfilling of distribution requirements. New concentrations are proposed when an interest is generated among students and faculty.

Afro-American Studies

The Afro-American studies concentration attempts to fill partially an intellectual void created by general neglect of black history and culture in the past. It introduces students to Afro-American culture, history and aesthetic values and provides structured discussion of the social issues created by America's race and ethnic relations. The concentration also attempts to establish a basis for better understanding among people in a multi-racial community.

Students who choose this concentration will have a foundation for employment in human relations and education and some preparation for graduate work in law, medicine, history, political science, sociology and the fine arts.

Requirements

Four four-hour courses are required, plus

a two-hour internship or independent study. There are five courses offered at Guilford College:

- Sociology 265, Racial and Ethnic Relations
- History 217, Afro-American History from 1619 to 1865
- History 218, Afro-American History from 1865 to present
- Music 250, Traditional Afro-American Music
- Art 450, Afro-American Art

Additional literature courses can be taken through the Greensboro Consortium. The concentration is coordinated by Adrienne Manns, history department.

Classics

In order to acquaint students with their historical and humanistic heritage, the classics department offers a wide array of courses in the classics and the classical languages, providing a suitable related field for several major disciplines. A concentration in classics consists of any five courses in classics or classical languages and may include courses from other departments which focus on the classical world. See Chapter VI for a detailed listing of courses.

Contact person: Ann Deagon

Communications

The communications concentration is open to students of any major and satisfies the College requirement for a minor. It offers a group of courses from various departments designed to give students a broad introduction to the general area of communications. The concentration is concerned with the broad social, moral and philosophical issues, as well as with the improvement of communication skills.

This concentration should be considered as a core of courses which could be extended in a more focused way through additional courses, independent study and internships. Students interested in public relations or advertising, for instance, could take additional courses in

art and management, while majoring in English. They could also learn practical skills through involvement with College media (such as the radio station or the various publications) and arrange internships with local advertising agencies, newspapers, radio or television stations.

The concentration should be particularly useful to people considering careers in any field of communications (e.g., newspapers, radio or television) or business management. The concentration, however, should be worthwhile in general for any student. It should enhance his or her college performance and should make a useful offering on a transcript for job applications in many fields.

Requirements

In order to fulfill the requirements for the communications concentration, a student must take either four courses, or three courses and an internship. At least one course must be selected from each of the following categories:

- I. Oral Communication
 - Public Speaking (Speech 100)
 - Oral and Interpersonal Communication
- II. Written Communication
 - Journalism (English 250)
- III. Issues and Theory
 - Mass Media (Sociology 250)
 - Journalistic Ethics (Philosophy 246)



Chemist David MacInnes with assistants.

For those students who choose to take a second course from one of these categories (rather than doing an internship), the second course can be either one of the courses listed above, or:

- I. Oral Communication
 - Oral Communication (Speech 250)
 - Oral Interpretation (Speech 200)
- II. Written Communication
 - Advanced Composition (English 450)
 - Creative Writing (English 250)

Other advanced written communication courses offered at UNC-Greensboro. Contact person: Richie Zweigenhaft

The Computer

The computer serves many disciplines in today's world and is rapidly becoming the appropriate tool for an ever growing diversity of tasks. An increased understanding of how these versatile machines are used and an expanded awareness of both the opportunities and problems they present to contemporary



Seminar enjoys spring sunshine.

society are the dual goals of the computer concentration.

This interdisciplinary concentration is open to students who can demonstrate competency in word processing and programming in the BASIC language. Students wishing to prepare for the competency exam by taking courses at Guilford College should register for Geology 105, Physics 111 or 121, Management 241, or Mathematics 113 (programming only). Word processing techniques are also covered in some sections of English 150 and 151 (see the concentration adviser).

Upon admission to the concentration, students are expected to complete four courses, one in each of the following areas:

- I. Comparative Computer Languages
- II. Database Management, or Mathematics for the Physical Sciences
- III. Computer Ethics
- IV. One of the following courses:
 - Systems Analysis
 - Computer Interfacing
 - Mathematics for the Physical Sciences
 - Numerical Analysis
 - Research Methods (in the student's major, after consultation with the concentration adviser)

Contact persons: Cyril Harvey and Mary Lind

Democratic Management

Democratic management is an interdisciplinary concentration, designed to prepare students for the cultural, economic, philosophical and business aspects of working with employee-owned organizations.

The first study program of its kind in the United States, the concentration offers benefits to the private and public sectors as well as to Guilford College students.

Undergraduates aiming at careers in business and industry can acquire

innovative management skills and a broad perspective on the role of human relationships in the economy. Private and public interests benefit from ongoing research projects on management techniques most likely to increase worker productivity, innovation and morale, in addition to corporate profitability.

Both liberal and conservative policies are embodied in the curriculum.

There are two designated "tracks" in the program: management and accounting majors (who already have strong technical preparation) place more emphasis on the human resource components; other majors will emphasize the technical features of business management. The two-track approach provides students, regardless of major, with fundamental skills needed to participate in the rapidly growing fields of participatory management and employee-ownership.

Employee-owned, operated and managed firms represent a reaffirmation of the work ethic in a technologically advanced democracy. Through this concentration, Guilford College commits itself to preparing students for leadership roles in democratic management of business and industry.

Contact person: William Stevens



Computer lab has 22 IBM micros.

Environmental Studies

The environmental studies concentration gives students majoring in the biological, physical or social sciences or in management the opportunity to relate their major fields to environmental problems facing the world today and in the future.

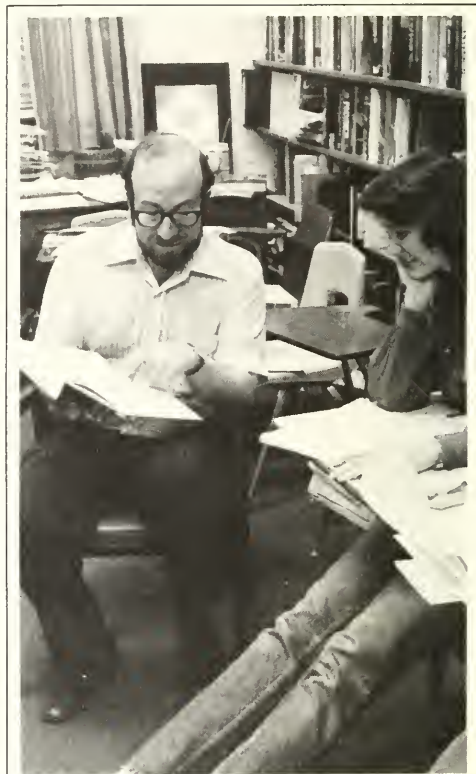
The program consists of four courses: Ecosystems (Biology 212), Environmental Geology (Geology 131), Environmental and Resource Economics (Economics 344) and Demography (Sociology 318). Additional courses may be substituted upon approval of the Environmental Studies program coordinator. During the senior year, students take Environmental Systems Planning, a one-semester course combining classroom work on actual control systems with practical experience in the field.

The faculty for the environmental studies program are involved in a broad variety of public issues, including demography in Guilford County, studies of the long-term availability of water for the Piedmont area and environmental advisory work for the Guilford County Board of Commissioners. There is constant opportunity for student participation in these and other activities. Contact persons: Charles Almy, Jay Van Tassel

The History and Philosophy of Science

Science and technology have been among the primary shapers of human life from before the dawn of recorded history and are perhaps the primary determinants of change in modern civilization. They are recognized increasingly as legitimate fields of scholarly investigation by the broader intellectual community. Guilford College encourages its students to include the history and philosophy of science as an enhancement to their liberal arts education.

A concentration in the history and philosophy of science consists of four courses in addition to general background



Physicist and author Sheridan Simon.

courses in science and history. Students design their concentration individually in consultation with a program adviser. Usually the student begins with a course in the history of science followed by a selection of three additional courses such as: The Philosophy of Science, History and Philosophy of Oriental Science and other topical courses in chemistry, geology, psychology and sociology. In addition other courses are available at Guilford and at the University of North Carolina at Greensboro through a consortium arrangement.

The background courses in history and science appropriate to the student's special interest are selected in consultation with the program adviser.

Upon graduation students are given a letter describing the nature of the program and their individual participation. Contact person: Ted Benfey

Intercultural Studies

Guilford's intercultural studies concentration is based upon the premise that an acquaintance with diverse cultural traditions will broaden the student's perspectives and so contribute to personal development. The primary aim of the intercultural curriculum is to break the constrictions of the Western mold by exposing the student to radically different cultural values and behavioral patterns. In so doing, the program fosters a critical understanding of the interdependence of geographic areas in the 20th century.

The intercultural studies concentration is an interdisciplinary program focusing upon (1) political, social, intellectual and aesthetic values which lie outside the mainstream of the Western experience and (2) the process of institutional and cultural change in the developing nations. A concentration consists of four courses in one of the geographic areas — Asia, Africa or Latin America. The intercultural studies concentration should be planned by the student, the academic adviser and the director of intercultural studies.

It also is possible to major in intercultural studies by pursuing either the humanistic studies program or Curriculum II. Courses from the Greensboro Consortium schools should be considered when defining these majors with faculty advisers.

Contact person: Dottie Borei

Medieval Studies

The medieval world has been profoundly formative of our modern world but also provides an illuminating contrast that may help us live in and understand our present.

Medieval studies is inherently interdisciplinary, exploring such matters as: the search for meaning in life; the encounter with diverse cultures; the groping for truth through reason, faith and experience; the confrontation of three great world religions (Christianity, Judaism and Islam); the blending of religion, the arts and science; the origins

of romantic love and modern individualism; the beginnings of bourgeois society out of feudalism; the start of the great national literatures of Europe; and the shaping of the mythological foundations of the modern West. Beyond exploring such richness, medieval studies can be a means to a broader and deeper understanding of what it is to be human and to enhancing one's own growth towards intellectual and spiritual maturity.

The concentration consists of six courses. The introduction to the concentration is Medieval People (G ST 225, 226). This is followed by four departmental courses, such as: Chaucer and His Age (English 370), Medieval and Renaissance Romance (English 450), British Literature (English 263), History of Christianity (Religion 337), Christian Imagination (Religion 102), Ancient and Medieval Philosophy (Philosophy 301), History of Science (Chemistry 335), Introduction to the Classics of Political Thought (Political Science 203), Art History Survey I (Art 270), Medieval Civilization (History 204), Latin (Latin 101 and 102), Medieval Islam (Religion 450), Medieval and Renaissance Spanish Literature (Spanish 311). The concentration is culminated by one IDS 401 course, such as: Arthurian Myth; Realization of the Self through Love; Medieval Masterworks: Religion, Literature and the Visual Arts; and Creation. If chosen carefully, these courses can fulfill most of the distribution requirements, welding them into a coherent whole.

Contact persons: Beth or Mel Keiser or Henry Hood

Peace and Justice

The concentration in peace and justice aims to encourage students and faculty to emphasize the complex interdependence of human life and its connections with a fragile habitat, both natural and sociopolitical. This intent is based on two concerns: (1) to develop a world that will

permit fulfillment of the best human potential and (2) to improve peace and justice as a means to that end, for even the minimal level of peace and justice necessary to ensure survival now seems threatened.

The concentration will include a requirement of two specific courses, along with four others to be chosen from among more numerous options in several disciplines. The total concentration of six courses may accompany any major and while it may not substitute for the major in a student's conventional program, it could do so under Curriculum II.

Contact person: Cyrus Johnson

Social Services

The concentration in social services is an interdisciplinary program offered cooperatively by the departments of psychology and sociology.

Serving as a related field for psychology and sociology majors, it requires four courses, including Introduction to

Personality, Introduction to Social Services and Field Work. The fourth course and other courses to enhance the possibility for a career in agency administration, research, case work or community organization may be worked out with the student's adviser.

Contact person: Cyrus Johnson

Women's Studies

The women's studies concentration is designed to provide the opportunity for students (men and women) to focus on women's experiences from a number of different disciplinary perspectives. This concentration also seeks to study and clarify issues of gender definitions of men and women and to study efforts to foster gender equality.

The concentration should be useful for students who want to explore in more depth women's historical, economic, social, political, religious and artistic contributions. In addition to increased personal understanding, the focus



The student cafeteria in Founders Hall.

provides a basis for future work with men and women and for analyzing and theorizing about an area of important social change.

Requirements

Select four from the following courses. One IDS 401 course is required as part of these four plus an internship (on or off campus).

- History of Women in America (History)
- Classics in Translation: Women (Classics)
- Focus on Women in Renaissance Literature (English)
- Sex Roles & Family Patterns (Sociology)
- Women & American Literature (English)
- Women & French Literature (Foreign Languages)
- Women & Relationships (Psychology)
- Women & the Economy (Economics)
- Women & Minorities in Management (Management)
- Human Sexuality
- IDS 401 s:
 - Women & Work
 - Women & Work: International Perspective
 - 19th & 20th Century Women: Religion and Reform
 - Men's Roles

Contact person: Carol Stoneburner

ELECTIVES

After completion of the major and the minor as well as other required courses, the number of electives available to students depends upon advanced placement in foreign languages and ability to "test out" of other required courses. Electives may be taken in any department or field to enrich or supplement the student's major interests.

GRADUATION REQUIREMENTS

For the baccalaureate degree, the student

is required to complete 32 courses (128 credits, equal to 128 semester hours) of academic work with at least a C (2.00) average. Students taking academic courses on a pass/fail basis will qualify for graduation if they maintain a C average in their regularly graded courses.

An alternate route to the four-year degree is the completion of 128 credits with grades of C or better, with at least 64 credits being earned at Guilford. In this case a specific grade point average is not required. While this route to graduation is more lengthy, it does enable a consistent C student to overcome one semester of poor work. Students who choose this route to graduation will have all grades recorded on their transcripts, but only grades of C or better will count toward graduation.

A minimum of two semesters of full-time study at Guilford College is a prerequisite for graduation. Degree candidates are expected to be enrolled at the College during their last semester of study and to complete at least half their major courses at Guilford or one of the other consortium institutions.

Students anticipating graduation must file their applications for degree candidacy in the Registrar's Office at least one semester before the anticipated date of graduation.

The two-year Associate of Arts degree, available in accounting, administration of



A mid-afternoon snack in the Grill Room.

justice and management, requires the completion, with at least a C average, of 16 courses (64 credits), a minimum of eight courses to be taken at Guilford College.

SYNOPSIS OF USUAL REQUIREMENTS FOR GRADUATION

	Credits	
	A.A. Degree	Bachelor's Degree
Interdisciplinary Studies 101	4	4
Interdisciplinary Studies 401		4
English 150, 151	8	8
Intercultural Studies		4
Foreign Language		4
Creative Arts		4
History	4	4
Humanities: (2 disciplines)		
Literature/ Philosophy/ Religious Studies	4	8
Science/Mathematics	4	
Laboratory Science		4
Laboratory Science/ Non-Laboratory Science/Mathematics		4
Social Science (2 disciplines)		8
Major	16	32
Related Field or Concentration	12	16
Electives	12	24
	64	128

DEGREES OFFERED

Guilford College offers a variety of baccalaureate degrees. The Bachelor of Arts degree may be awarded in any major except accounting, administration of justice and management.

Graduates with majors in chemistry and mathematics are awarded the Bachelor of

Science degree unless a Bachelor of Arts is requested. Majors in geology, political science, sociology and special education may plan programs leading to either degree.

The Associate of Arts and the Bachelor of Administrative Science degrees are offered in accounting, administration of justice and management to Continuing



The final goal . . . graduation.

Education Center students only. The Bachelor of Science in these three fields is available to residential campus students and to continuing education students.

The art major leads to either the Bachelor of Arts or the Bachelor of Fine Arts degree.

Majors	Degrees			
**Accounting		B.S.	B.A.S.	A.A.
**Administration of Justice		B.S.	B.A.S.	A.A.
*Art	A.B.		B.F.A.	
Biology		B.S.		
**Chemistry	A.B.	B.S.		
Drama and Speech	A.B.			
Economics	A.B.			
Elementary Education	A.B.			
English	A.B.			
French	A.B.			
**Geology	A.B.	B.S.		
*German	A.B.			
History	A.B.			
Humanistic Studies	A.B.			
**Management		B.S.	B.A.S.	A.A.
**Mathematics	A.B.	B.S.		
*Music	A.B.			
Philosophy	A.B.			
Physical Education		B.S.		
**Physics		B.S.		
Political Science	A.B.	B.S.		
**Psychology		B.S.		
Religious Studies	A.B.			
**Sociology	A.B.	B.S.		
Spanish	A.B.			
*Special Education/	A.B.	B.S.		
Emotionally Handicapped				
Learning Disabilities				
Mentally Handicapped				
Sport Management		B.S.		
Sports Medicine		B.S.		

* Denotes cooperative consortium program. (Majors offered by consortium colleges in areas other than those in which cooperative programs have been developed are available to Guilford College students only with specific approval of the Guilford College faculty.)

**Denotes degree programs which may be completed entirely through evening classes. Programs in chemistry, geology, mathematics, physics, psychology and sociology also may be completed entirely through day classes.

NOTE: A.A. and B.A.S. degrees available to continuing education students only.

COOPERATIVE OR DUAL-DEGREE PROGRAMS

Cooperative programs are those in which students take a portion of their undergraduate work (usually three years) at Guilford, completing an additional one to two years at the cooperating institution. At the end of the specified period of time, the student receives a baccalaureate degree from Guilford College and a more specialized

professional certificate or degree from the second school.

Admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the schools sponsoring programs which interest them and their admission is the prerogative of those schools. Arrangements for new cooperative programs may be made upon approval of the Academic Dean and the faculty.

Engineering

A dual-degree program has been arranged by Guilford College in cooperation with the Engineering College of Georgia Institute of Technology and with Washington University (St. Louis), whereby students in the program complete three academic years at Guilford and two years at Georgia Tech or Washington. After satisfying the academic requirements of the two cooperating institutions, the student receives a baccalaureate degree in physics or chemistry from Guilford and a designated bachelor's degree in engineering. Qualified students may arrange to enter the master's degree program in engineering. Since requirements for this program are very specific, interested students should consult with the director of the program immediately upon beginning their college careers.

Forestry and Environmental Studies

The College offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The program accepts students after three years of undergraduate study or upon completion of the baccalaureate degree; however, experience indicates that the program is best suited to students who have earned the B.S. or A.B. degrees.

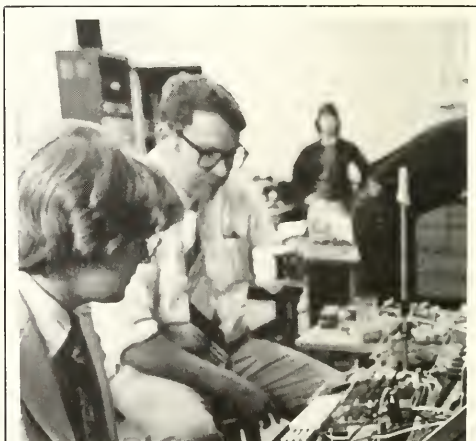
With appropriate guidance, highly qualified students can reach a satisfactory level of preparation for graduate work at the Duke School of Forestry and Environmental Studies in three years of coordinated undergraduate study. The student must fulfill all the general requirements by the end of the junior year at Guilford. At the end of two full-time semesters at Duke, the student will have completed the undergraduate degree requirement and the B.S. or A.B. will be awarded by Guilford College. After four semesters at Duke, in which a minimum of 60 units of credit is earned, the student may receive one of the professional

degrees, the Master of Forestry or the Master of Environmental Management, from Duke.

For students who have completed the bachelor's degree, master's degree requirements are the same as for students entering after the junior year, but the 60-unit and total residence requirements may be reduced if the student has completed relevant study of satisfactory quality. All requirement reductions are determined individually and consider both the student's educational background and career objectives. Requests for such reductions are required at the time of admission.

The cooperative program does not guarantee admission to Duke. Students who wish to enter the School of Forestry and Environmental Studies after the junior year should apply for admission early in the first semester of the third year of study. Others should complete applications by February 15 preceding the academic year in which they desire to begin study at Duke. All entering students are required to attend a five-week introductory summer course in natural resource analysis.

The major program emphases at Duke are Natural Resources Science/Ecology; Natural Resources Systems Science; and Natural Resources Economics/Policy.



In the physics lab.



Spring . . .

Individual plans of study and research are tailored within these areas of concentration. An undergraduate major in one of the natural or social sciences, engineering, business, natural resources, or environmental science is good preparation for study at Duke, but applicants with other undergraduate concentrations will be considered for admission. All prospective students should have at least one year each in biology, mathematics and economics.

Law, Joint B.S., B.A. — J.D.

Degree Program

Guilford College offers a joint baccalaureate/law degree program which allows a student to earn both degrees in six years. The first three years are to be completed at Guilford College where the student will satisfy all basic requirements for the baccalaureate degree and complete at least two-thirds of the requirements toward a major. The remaining years are to be spent as a student at an American Bar Association (ABA) approved law school. Subsequent to the successful completion of the first year's work at the law school, the student will be awarded the baccalaureate degree by Guilford College. Thereafter, the law degree will be awarded by the law school when the student has completed all requirements for that degree.

Medical Technology

Through an affiliation with the Bowman Gray School of Medicine in Winston-Salem, North Carolina, a student may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray to receive a certificate in medical technology from the School of Medicine and a baccalaureate degree from Guilford College. Usually students entering this program major in biology. Since this program is rigorous, interested students need to plan their courses of study very carefully in consultation with the coordinator of the program.

Physician's Assistant

A cooperative program with Bowman Gray School of Medicine allows a student to complete three academic years at Guilford and then, if accepted, to enroll at Bowman Gray School of Medicine in a 24-month training program in clinical and specialty areas. This program normally requires 1,000 hours of clinical experience. Upon successful completion of the program at Bowman Gray, the student receives a baccalaureate degree from Guilford College and a physician's assistant certificate from Bowman Gray School of Medicine.

PRE-PROFESSIONAL OPTIONS

Pre-Dentistry, Pre-Medicine, Pre-Veterinary Medicine

Most pre-dental, pre-medical and pre-veterinary medicine students concentrate on courses in the natural sciences, yet they gain the breadth of knowledge inherent in a liberal arts curriculum. Guilford College can provide the undergraduate with a solid background in the prerequisites for professional school admission, including inorganic and organic chemistry, biology, physics, mathematics and foreign language.

Pre-Ministerial

The department of religious studies offers preparation for a career in the ministry or religious education. A broad range of courses prepares the student to enter theological school directly upon graduation. These include History of Christianity, Old and New Testament, Contemporary Theology and Religious Problems, Quakerism, Christian Ethics and Seminars in Historical Studies.

Studies in non-Western religions are offered regularly.

POST-PROFESSIONAL PROGRAM

Anesthesia Nurses

Guilford College offers an opportunity for students who have completed a program in anesthesia for nurses at a medical center to obtain a Bachelor of Science degree in biology. The cooperative program assists anesthesia specialists in advancing their professional stature with minimum duplication of academic courses and within the framework of a liberal arts education. Upon request, past studies will be evaluated and a degree completion program will be planned for interested applicants.

CERTIFIED PUBLIC ACCOUNTANT PREPARATION

The baccalaureate degree program in



Students rest after snow sculpture competition.

accounting is designed to provide a solid foundation for students who plan to enter the professional practice of accounting and secure, through state examination, the status of Certified Public Accountant.

SPECIAL STUDY OPPORTUNITIES

Honors Program

The Guilford College honors program is designed to provide challenging, intellectually stimulating options for students with the ability and desire to undertake such enriched studies. The program promotes intellectual depth in studies, critical thinking, creative discovery, personal maturity and finished scholarly work. Honors program courses are within the normal context of curricular requirements at the College, but provide students in the honors program with flexibility in designing individual study plans.

Curriculum: The freshman year includes designated honors sections of IDS 101, of English 150-151 and a special Honors History course. Co-disciplinary courses dealing with topics within distributional areas but involving two disciplines are offered each semester to honors students during their sophomore and junior years. The junior year of the honors program has students working on research or creative projects within their majors. The program culminates with senior Interdisciplinary Studies Seminars. Throughout the program, most courses are team-taught.

Honors students select from among these offerings and are not required to take them all. A minimum of 16 hours of credit in honors courses and seminars is required to complete the honors program; of these, four must be in junior research, four in senior Interdisciplinary Studies Seminars and four must be chosen from the co-disciplinary offerings or the Freshman Honors History courses. Completion of the honors program and

designation of honors courses taken are included on student transcripts; students who finish the program are recognized at graduation.

Admission to the honors program:

Students are selected to the honors program by invitation of the Honors Committee. Candidates for the honors program normally have total SAT scores of 1200 and up and are in the top portion of their high school classes, but the committee considers factors other than past academic performance. Up to 30 honors students are selected in each entering class; provisions are made for transfers and for Guilford students not originally selected to enter the program after their freshman year. Students are eligible to continue in the program provided they maintain grade-point averages of 3.00 or better, but may elect not to continue if they prefer a normal course of study.

Honors Scholarships: The College offers up to 20 honors scholarships in each entering class. The scholarships are awards of half-tuition and are renewed for each of the normal four years of study provided an overall grade point average of 3.00 or better is maintained. Each renewal is again half-tuition so that the award increases as tuition increases.

Special Topics Courses

Under the 450 designation, most departments offer upper level courses exploring topics selected according to special interests and capabilities of groups of students and instructors. These courses may take an interdisciplinary approach and may be taught by faculty members from different departments working together as a team. Recent examples include Science and Religion, the Psychology of Politics, Modern Poetry and Religion and the Sociology of Medicine and Health.

Special topics courses are not scheduled on a regular basis, but as student interest warrants or a department desires to make them available. Courses on the same topic



Explaining a point. . . .

are normally not given more than twice. Occasionally special topics courses are offered at the lower 250 level.

Curriculum II

Curriculum II is an alternative program of honors study enabling students in their junior and senior years to pursue major and related studies independently, under the general supervision of their major professors. It is open to students who in their first two years at Guilford College have demonstrated superior intellectual ability, imagination and self-direction, as well as a high level of academic achievement. The junior year involves directed study and writing of papers in the major and one related field, with oral and written examinations in the major. The senior year continues independent study in the major and a second related field, followed by oral and written examinations in the major. The degree is granted on the strength of the oral and written

examinations and the writing of a senior thesis.

Students interested in Curriculum II should apply through their department chairpersons in the second semester of their sophomore year. Nominations from department chairpersons are acted upon by the faculty Curriculum Committee. An evaluation committee composed of the department chairpersons and professors from the two related fields is appointed for each student admitted to Curriculum II. Evaluation of all work done under Curriculum II and certification for the degree are the responsibility of the evaluation committee. A student may be removed from Curriculum II on recommendation of the evaluation committee and the faculty Curriculum Committee. Such recommendations must be supported by a written appraisal of the student's work.

Independent Study

The various departments of the College offer independent study opportunities under the 260 and 460 course numbers. The success of such independent work depends in large measure on the student's initiative in shaping the terms of the investigation and reliability in carrying out commitments made. Therefore, a proposal describing the project must be approved by the supervising instructor and the chairperson of the relevant department. This proposal must set forth, briefly but coherently, the subject, scope, method and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor. When both the instructor and the chairperson have indicated their approval by signing the proposal, the student should take two copies of the latter to the Office of the Registrar.

The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues. In general a student with a grade point average of 2.5 or below

should attempt not more than one independent study in a semester. No student may enroll for more than two independent studies or more than 8 credits of such work in a single semester without the written permission of the Academic Dean or the Director of Continuing Education, as appropriate. Independent studies normally carry from 1 to 4 credits.

Senior Thesis

A written senior thesis may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper is determined by the major department and the thesis should represent both serious research and independent thought.

Departmental Honors Work

For seniors with a 3.5 average in their major, most departments offer an honors program consisting of extensive reading, independent study and perhaps a research paper. The study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner and is open to all persons wishing to attend. Students successfully completing this program are awarded departmental honors at graduation.

Internships

A variety of internships, designated by the course number 290 in the curriculum and carrying 4 credits, offers unique learning experiences for students by providing them with part-time involvement in public and private agencies while they are enrolled in regular on-campus classes. The opportunity is open to sophomore, junior or senior students who have cumulative averages of at least 2.5. Guideline information is available through the Office of the Director of Experiential Learning and Career Development. Applications for an internship must be processed and approved prior to preregistration for the semester in which the internship is to be undertaken. A maximum of 12 credits obtained through

internships is applicable to degree requirements.

Overseas and Off-Campus Education

Students may supplement their learning experience at Guilford College through a wide variety of off-campus programs, either in the United States or abroad. In these, the scholarship of the classroom is enriched by experiences in the realities of the world beyond the campus.

There are four major types of off-campus education available to Guilford students and faculty:

1. **Off-Campus Seminars.** One-week Fall and Spring Break programs are planned, under faculty leadership, for locations where learning resources are abundantly available. In New York, art, drama and urban problems are studied; in Washington, national government; in Florida, marine science; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, black experience and culture. One credit is granted for each seminar. Housing assistance is provided by the College and



Exchange students from Japan.

the minimal cost to the student covers meals and travel.

2. Summer Schools Abroad. In cooperation with the University of North Carolina at Greensboro, summer school programs are conducted in such countries as England, France, Germany, Greece and Spain. They are led by faculty from both schools and provide 8 credits for two courses. Three weeks of individual travel and study follow the six weeks of formal classes.

3. Semesters Abroad. Guilford has three Semester Abroad programs, each offering up to 18 credits. Courses are taught by regular Guilford College faculty and faculty members selected from the country of residence. Each program seeks a balance between formal academic study and the opportunity for extensive contact with life in a different culture. Cost is only slightly higher than the cost for a semester on the Guilford campus; and financial aid, with the exception of college work/study, is available. The programs

are based in London, Munich and Paris.

4. Year in Japan. Begun in the fall of 1982, there is now a year-long program offered in Japan. Students may enroll in International Christian University, Mitaka, Tokyo, where they live and take meals and classes with Japanese students. Full academic credit is available through the wide selection of courses taught in English at the university, though participants will be expected to study Japanese as well. A year of language preparation through the Self-Instructional Language Program at Guilford is encouraged. The Year in Japan is designed to augment Guilford's Intercultural Studies concentration. Basic cost is expected to be the same as a year at Guilford plus airfare.

Summer School or Semesters at Other American or European Institutions

Guilford students with cumulative C averages may attend summer school at



Semester abroad in London.

other accredited colleges and universities. Only course credit, not grade points, can be transferred to Guilford; therefore students with academic deficiencies should attend summer school at Guilford College. To attend summer school at other institutions, students have their courses approved by their advisers and obtain a letter from the Academic Dean certifying their good standing.

Guilford encourages its students to study for a semester or a year at other American institutions or in a European university when such programs are consistent with the student's educational goals and interests. Procedures to be followed are the same as those required for summer school attendance at other institutions.

English Language Studies for International Students: Inter-Link

Inter-Link Language and Training Center, independent of but affiliated with Guilford College, provides an intensive English as a second language program for international students planning to study in an American college or university. The curriculum focuses on reading, writing, speaking and listening comprehension and study skills; the program in general emphasizes orientation to academic and social life in the U.S.

Admission to this program is open to an adult who has completed secondary school in good standing and is able to meet educational and living expenses. For further information write to Program Director, Inter-Link, Guilford College, Greensboro, NC 27410.

The Certificate of Study Program

This program consists of four to six courses in a clearly defined sequence. It is designed for (a) the person who seeks an organized and well-planned learning program but does not wish to embark upon a complete bachelor's degree program; or (b) the person who has completed undergraduate studies in one area, who does not wish to pursue a graduate degree but who does seek to

develop one or more strong additional areas of expertise.

Primarily for CCE students, the certificate of study course work is designed by each department of Guilford College (some cross-disciplinary certificates also available). Information is available on certificates of study in the following areas:

- Accounting
- Administration of Justice
- Art
- Biology
- Black Studies
- Chemistry
- Classics
- Communications
- Computer
- Creative Writing
- Democratic Management
- Drama and Speech
- Economics
- Education
- English
- Foreign Languages
- Geology
- History
- History and Philosophy of Science
- Management
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Social Services
- Sociology
- Sport Management
- Sports Medicine
- Women's Studies

Pass/Fail Option

To encourage students to broaden their course selections after the freshman year, the College offers students the opportunity to elect one course each semester on a pass/fail basis. Students electing pass/fail grading during the first week of the term and subsequently meeting all the normal requirements of

the course at the C level or above will be awarded credit for the course with a grade of P. Unsatisfactory progress will be indicated with a mark of *F. Neither grade will affect the student's grade point average.

To elect pass/fail grading for a regularly graded course, the student must secure the consent of the instructor and file an election card with the Registrar by the end of the semester add period, generally the first week of classes. Students who decide to adopt this option will not be allowed to change their registration. The pass/fail options may not be used in courses required in the student's major field nor in any other required course. Veteran benefits are not available for courses taken on a pass/fail basis.

A few Guilford courses, indicated in the catalog, are exclusively graded pass/fail.

THE HONOR CODE

In academic affairs Guilford College operates according to an honor system, symbolized by the honor pledge traditionally inscribed by students at the end of written work submitted for credit: "I have been honest and have observed no dishonesty." It is assumed that all members of the College community will respect the principles of honesty and mutual trust embodied in the honor code. Individual students are responsible for preparing their own written work in every class unless specifically permitted by the instructor to combine efforts on an assigned project. They are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared outside of class. Furthermore, students are expected neither to sanction nor tolerate violation of the honor code by others. Faculty members or students strongly suspecting that a student has not been honest in academic work and having evidence to support this suspicion should refer the case to the Judicial Board for

consideration. In all such cases, the rights and reputation of the suspected student must be protected.

SCHOLASTIC HONORS

The Dean's List, published at the end of each semester, consists of the names of students who carried at least 8 credits of academic work in the previous semester and earned a 3.50 average.

College Marshals

At the regular faculty meeting in March, the faculty elects 12 members of the sophomore class to serve as College marshals. All members of the class with a B (3.00) average are eligible. The marshals serve at commencement and public functions for the following year. The student receiving the highest number of votes is designated chief marshal.

Dana Scholars

Dana Scholars are selected from the rising sophomore, junior and senior classes on the basis of character, scholarship and leadership. The scholarship may be renewed if the student maintains a 3.25 average, continues leadership activities and is renominated for the scholarship. See page 55 for further information.

Scholarship Society

The Guilford College Scholarship Society was organized in 1937, the centennial year of the College, for the express purpose of encouraging and recognizing high academic achievement. Students with cumulative grade point averages of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford College. Faculty members belonging to Phi Beta Kappa or Sigma Xi are eligible in their second year at Guilford, and honorary members are elected on the basis of published writings.

Graduating Honors

Honors are awarded graduating seniors who have attained a quality point average of 3.50. High Honors are awarded seniors who have attained an average of 3.70.

III. Campus Living

A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience. In the dormitory as well as in the classroom, in campus clubs as well as in seminars, on the playing field as well as in the laboratory, the Guilford student not only discovers personal identity but creates it through involvement in challenging ideas, activities and personal relationships.

Student life at Guilford College is influenced by the Quaker origins of the College and by the Quaker view of man and woman in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their role in the community. Specific guidelines for campus life are printed in the *Student Handbook* available from the Office of the Dean of Students. It is the responsibility of every student to be informed of College policies and regulations and to abide by them in good faith.

STUDENT GOVERNMENT

Legislative

Student government for the Residential Campus at Guilford College is organized around a Community Senate composed of members from each of the six residence halls, representatives from the day student organization, students representing different academic disciplines, members of the administration appointed by the President, and two faculty members elected by the faculty. Executive officers of the Senate are chosen each year in campus-wide elections.

The Community Senate, within the policies and regulations established by the Board of Trustees, derives authority from the President of the College to govern the

student body and to coordinate and direct the several subsidiary organizations of student government. The president of the Community Senate, with the consent of its members, appoints student representatives to Board of Trustees' committees and to the various faculty committees.

Residence hall government is based upon a unit-of-living concept in which the residents of each individual hall are empowered to write their own constitutions, subject to the approval of the Administrative Council. These constitutions must be in accord with the general policies of the College; however, considerable latitude is allowed each hall in its determination of internal living arrangements.

Judicial

Campus offenses and academic violations (see *Student Handbook* for definition) are adjudicated by the Campus Judicial Board, made up of student members chosen from those who petition a special selections committee for membership and of faculty representatives chosen from members of the full-time faculty. In addition to the power to impose lesser penalties, the Campus Judicial Board may recommend suspension or dismissal, subject to review by the Student Affairs Committee and the President.

For Continuing Education Student Government, see Chapter V.

STUDENT HOUSING

Guilford College is primarily a residential campus. Although local students may commute, unmarried students usually live in campus residence halls and eat in the College dining room unless excused by the Dean of Students for medical reasons. For married students some apartments are available on campus. Students over 21 and a limited number below that age are permitted to live off campus with the permission of the Director of Housing.

During fall and spring breaks,



Residence halls sport lively decor.

Thanksgiving and mid-year vacations, all residence halls are closed and must be vacated. No meals are served at these times.

Upon notification of admission to the College, new students may reserve rooms by signing contract forms provided by the Housing Office. Reservations become effective with the signing of the contract if the \$100 enrollment deposit has been paid. Room contracts are binding for the academic year and students may withdraw from a residence hall only by permission from the Housing Office. Entering freshmen are assigned rooms in the order in which they have been accepted by the College.

Complete information on room furnishings and residence hall regulations is found in the *Student Handbook*.

Residence Halls

Mary Hobbs Hall, built in 1907 and completely renovated in 1977, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. It was named for Mary Mendenhall Hobbs, wife of Guilford's first president, who was deeply interested in the education of young women. Fully air conditioned, the residence hall

contains rooms for 56 women, an apartment, reception rooms, a dining room and a kitchen.

The women who are residents share cooperatively in much of the work. A student coordinator handles allocation of responsibilities, and each student works approximately 20 minutes a day on a rotating basis in keeping common rooms clean and in helping in the dining room. A spirit of helpfulness is encouraged and expected. Quiet study hours are agreed on by the residence hall as a whole. Meals, served in the dining room, are prepared by a professional cook who is hired by the College food service. Three student cooking supervisors prepare breakfast and assist with other meals. The Mary Hobbs women eat in the main campus (Founders) dining hall on Saturday and Sunday. Guests are welcomed to meals in Mary Hobbs Hall. (Any meal pass from the general campus dining facility will be honored.)

Shore Hall, built in 1954, and fully air conditioned, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife, Katherine Hine Shore. It has rooms for 50 women, an apartment, spacious parlor, basement lounge and a kitchenette for residents.

English Hall was built in 1957 to accommodate 50 men. It was given by Nereus C. English, alumnus and trustee, and his brother Thomas English, members of a family influential in the history of Guilford. It has an apartment, lounge and a kitchenette for residents.

Milner Hall is a men's residence hall completed in 1962. It contains rooms for 266 men, two apartments and space for recreational facilities. It is named for Clyde A. Milner, the fourth president of Guilford College, and Ernestine C. Milner, professor emeritus of psychology.

Binford Hall is a women's residence hall completed in 1962. It contains rooms for 160 women, an apartment and lounges on each floor. It is named for Raymond Binford, the third president of Guilford College, and his wife, Helen T. Binford, who was especially interested in the education of young women.

Bryan Hall, completed in 1968, is designed to house 220 students in suites of eight. It is structured in the form of four buildings around a central court and houses both men and women. The building, which is fully carpeted and air conditioned, was named to commemorate a gift by Kathleen Price Bryan and Joseph McKinley Bryan Sr.

John Gurney Frazier Apartments are named for their donor, a 1924 graduate of Guilford College, and commemorate his father, John Gurney Frazier Sr., and his son, John Gurney Frazier III. The first units of Frazier Apartments, duplex living units, were constructed in 1954. Thirty-five apartments are now available for rent to married Guilford students. Details on facilities and rentals and application forms may be obtained from the Business Office. Only full-time students may live in these apartments.

Guilford College offers the opportunity to groups of interested students to petition the Housing Office for special-interest housing, small units organized around common social interests or

academic interests, such as the study of languages, science or management.

STUDENT SERVICES

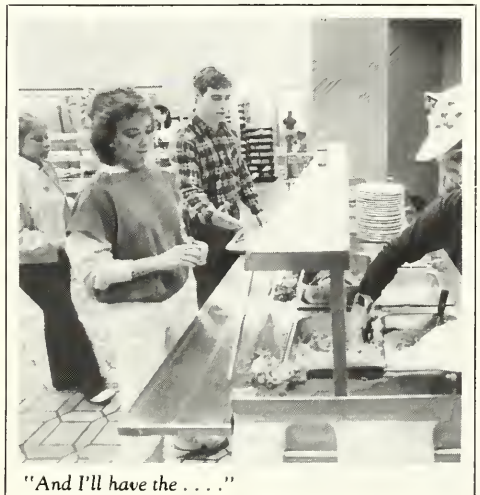
Orientation

The orientation of new students and their parents begins with an initial four-day program prior to the opening of the fall semester. During the week, students and parents have an opportunity to meet faculty, administration and staff members. Through small groups, students become acquainted with campus life and are tested, advised and registered so that they may enter class in as smooth a manner as possible.

Special orientation sessions are held both semesters for continuing education students and just prior to the beginning of the second semester a special session is scheduled for new residential students entering at that time.

Student Health Service

Several months before the date of entrance, each incoming residential campus student is required to forward to the Dean of Admissions and Financial Aid the report of a physical examination made by a physician and a certification of specific vaccinations. Such medical certification must be on file in the Student



"And I'll have the . . ."

Health Service before the student is eligible for medical treatment.

Student Health Service, a part of the Center for Personal Growth, is located in Founders Hall. Daily Student Health Service hours are kept during the week, and a physician holds clinic visits on a regular basis. After hours or on weekends the College physician may be reached through residential coordinators or interns.

The medical service included in the tuition charge for full-time students covers routine illnesses and the cost of sick calls in the Health Service. An additional charge is made, however, for X-rays and extra services.

The student insurance program covers services which exceed \$25 up to \$2,000 per illness for students who elect this coverage. See Chapter IV.

Counseling Services

The Counseling Service is based on the premise that every individual has the potential for continuous personal, intellectual and social growth; seldom is that growth more accelerated or more vulnerable than when an individual pursues a liberal arts education. The Counseling Service is always eager to provide support to the student throughout this all-important process.

Counseling Services, a part of the Center for Personal Growth, located in Founders Hall, is staffed by professional counselors trained in personal and academic counseling, testing, and crisis intervention.

The center offers a confidential setting for students to plan life goals, resolve academic or personal difficulties and learn about new dimensions of themselves through workshops and short-term individual group psychotherapy. It also acts as a referral service to sources of assistance in the Greensboro area.

Counseling services available for continuing education students are described in Chapter V.

Career Development and Placement Services

The purpose of the Career Development and Placement Service, offered to students at all levels and to alumni on a year-round basis, is to assist students with career planning and the implementation of career goals.

Services include helping students to identify specific vocational objectives leading to suitable and rewarding employment, assisting them in job-finding techniques and making available on campus a variety of employers and recruiters for graduating seniors and alumni.

An important part of the Career Development and Placement Service is the Student Internship Program, which offers students an opportunity to combine classroom experiences with exposure to an occupational field that is related as closely as possible to the student's course of study and individual interest. See page 33.

This service also provides one of the connecting links between the College and the business and industrial community, keeping the faculty and the administration informed of employment trends.

Job Location and Development

The Job Location and Development Office, located on the second floor of Founders Hall, serves students seeking part-time and summer employment. A Job Board listing current part-time job opportunities in the Greensboro area is maintained by the Job Location and Development Office.

International Student Services

Services are available to international students through a counselor who advises them on institutional rules, government regulations, academic resources and opportunities offered both by the College and the larger Greensboro community. All international students are members of the International Relations Club, the primary responsibility of which is to aid in the student's overall transition to

Guilford College. A special faculty committee for international students also has as its main concern the welfare of the international student at Guilford.

Every attempt is made to facilitate mutually satisfying relationships between international and United States students and between international students and the College and Greensboro communities. Guilford College is a member of the National Association for Foreign Student Affairs and is authorized under federal law to enroll nonimmigrant alien students. A pre-orientation program for international students is held prior to the general orientation program.

Minority Student Services

Services are available to minority students through the Assistant to the Dean of Students for Minority Student Affairs, whose responsibility it is to assess the academic, social and personal needs of minority students and devise ways to respond adequately to them. The Assistant to the Dean of Students is major adviser to the African American Cultural Society (AACS) and assists in planning programs focusing on minority interests and achievements.

CULTURAL OPPORTUNITIES

The College Union

The College Union is a student organization which sponsors campus social, recreational and cultural programs. Union committees include those for recreation, films, concerts and dances, as well as a coffeehouse. The purpose of the Union is to encourage self-direction and self-realization in leisure activities. Homecoming in the fall and Serendipity in the spring are major weekends the Union helps to coordinate.

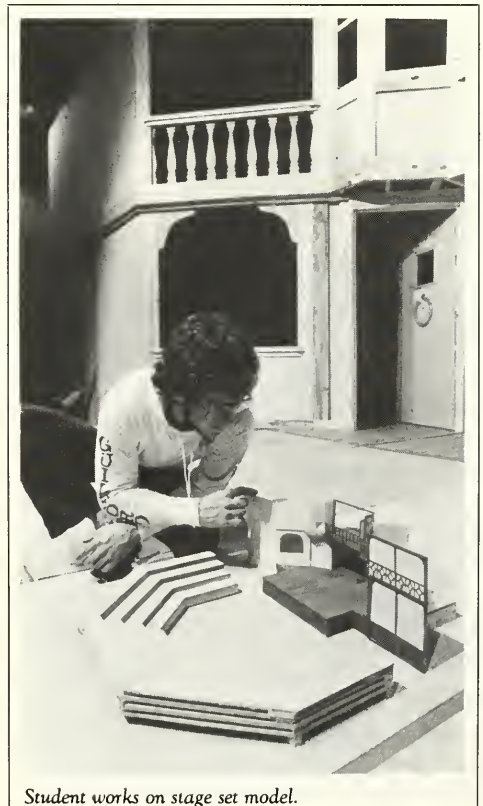
Arts Programs, Lectures, the Film Series

Each year Guilford College provides for students, faculty and staff selected

programs in music, the performing arts and public affairs. Also available are established lecture series, such as the annual Rembert W. Patrick and Algie I. and Eva M. Newlin History Lectures and special lectures sponsored by various departments. The Guilford College Film Series presents approximately 40 motion pictures during the year.

The Faculty Colloquium

In the belief that dialogue is fundamental to maintaining the quality of intellectual and spiritual life within the Guilford College community, the Faculty Colloquium brings faculty, students and visitors together regularly to consider some theme of common interest within an interdisciplinary context. Through lectures followed by discussion, faculty from the humanities and the natural and social sciences, as well as occasional guest



Student works on stage set model.

speakers and students, explore questions of humane import. Recent themes have included Women as Shapers of Culture, The Hero, Development of Sex Roles, Conflict in the Arts and Human Space.

FOUNDERS HALL COLLEGE CENTER

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides office space for the Dean of Students, most of the Student Services staff and student organizations. Its facilities include meeting rooms, lounges, an art gallery, a recreation room, a photography laboratory, the mailroom, grill room, bookstore, cafeteria and a student-operated radio station.

Sternberger Auditorium, adjacent to Founders Hall, provides seating for approximately 400 people as well as space for dances and other events. The drama department is housed in the basement, which includes dressing rooms and a rehearsal hall. Sternberger Auditorium is complemented by the larger Dana Auditorium as a location for performing arts presentations.

CAMPUS ORGANIZATIONS

The Performing Arts

The Revelers, Guilford's drama group, presents major productions and one-act plays each semester under the direction of the drama faculty and student directors. Students and faculty often initiate a wide variety of dramatic activities, including New York seminars and work with children's theater, local high school groups and visiting professional performers. Membership in the Revelers is open to all Guilford students. Especially active members may qualify for the Dramatics Council.

The Guilford College Choir performs numerous concerts each season both on and off campus in addition to major concerts at Christmas and during the spring. Also, the choir takes an annual

tour, bringing the members into stimulating contact with varied audiences and communities. Membership in the choir is by audition and is open to students of all classes. Choir scholarships are available to students meeting specific criteria.

Students interested in the broadcasting of music maintain and operate radio



Games during orientation forge friendships.

station WQFS-FM, licensed to Guilford College by the Federal Communications Commission. Programming also includes news, lectures and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

Special Interest Groups

The African American Cultural Society (AACS) was organized by the Guilford African American student community. Its purpose is to foster unity among African American students while encouraging full participation in the academic, social and policy-making processes of the College community. The African American Cultural Society is open to all members of the Guilford College community. AACS

sponsors projects and cultural activities that foster a greater awareness of the African American experience in the United States and abroad. Some of the ongoing projects include: The Guilford College Gospel Choir, study groups, support groups (male/female) and student retreats. Annual cultural events include Journey into Blackness and Blacklite.

The Biophile Club is a conservation organization dedicated to making the community aware of environmental problems. The club is involved in a number of areas — programs on the environment, recycling and publication of a calendar focused on the environment. As an activist group, the club is involved in a number of research projects investigating the sources and effects of pollution in Guilford County and the state. It is a member organization of the Conservation Council of North Carolina and is affiliated with the Audubon Society and the North Carolina chapter of the Collegiate Academy of Science.

The Nuclear Arms Awareness Group (NAAG) is for students who work on peace education, especially issues involving nuclear weapons. NAAG has sponsored an education week, and it also provides opportunities to participate in direct-action projects.

The Arts and Crafts Center is a student-funded organization which provides space, equipment, exhibits and workshops to encourage students to engage in the craft arts: weaving, pottery, jewelry making, batik, woodworking and calligraphy.

The Day Student Organization holds regular meetings; its members participate in intramural activities and other campus affairs and are represented in the Community Senate. Its aim is to strengthen the bonds between commuting students and overall campus life.

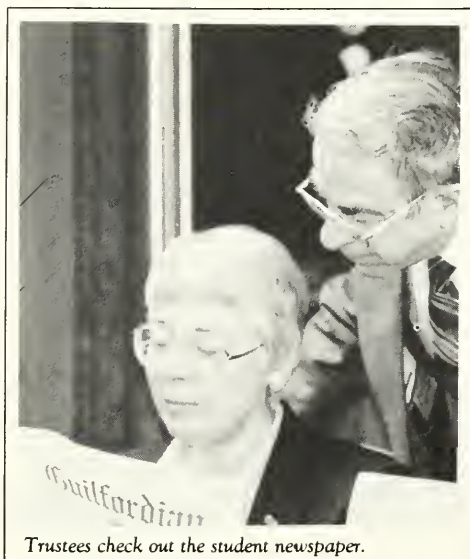
The International Relations Club provides an opportunity for students of various nationalities to interact and exchange ideas with each other. Speakers,

outings and special programs such as International Week offer a broader understanding of other cultures and world problems. In addition, the club attempts to aid international students in their adjustment to the USA and Guilford College. IRC is open to all students.

Other special interest groups include the Women's Center, the Sailing Club, Cheerleaders, Chess Club, Websterian Pre-Law Society and the Strategic Society.

Departmental Clubs

Majors and other interested students in various departments such as education, foreign languages, history, philosophy and sport studies have organized clubs for discussion of issues relevant to learning in their fields. Phi Alpha Theta, an honorary history society, sponsors historical programs; the purpose of Pi Gamma Mu is to promote and recognize academic excellence in the social sciences. Beta Beta Beta Biological Society endeavors to cultivate an interest in the life sciences and recognizes academic achievements in biology. While Sigma Pi Sigma honors physics students, Sigma Pi Epsilon provides opportunities for professional development in physical education, sport management and sports medicine.



Trustees check out the student newspaper.

STUDENT PUBLICATIONS

The *Guilfordian*, a newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns and letters to the editor. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a student-faculty publications board, gains practical journalism experience in writing, editing, layout and publishing.

The *Quaker*, the College yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, the *Quaker* attempts to interpret and evaluate graphically campus activities and aspirations.

The *Piper*, published by a student staff, features original poetry, prose and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents and provide opportunities for critical dialogue in the arts.

OTHER PUBLICATIONS

The *Guilford Review*, published each spring and fall, features writing by faculty, alumni, guest speakers and others associated with the College. It focuses on questions of an interdisciplinary nature and includes creative as well as scholarly writing. Past issues have centered on such topics as Mythology, Creative Process, Women and Change, Science and Imagination and Conflict Resolution.

The *Journal of Undergraduate Mathematics* and *Monographs in Undergraduate Mathematics* are published by the Department of Mathematics of Guilford College. The *Journal*, established in 1969, is an internationally distributed periodical devoted to undergraduate mathematics. It is published twice each year and contains papers contributed by undergraduate mathematics students from throughout the United States as well as

from foreign countries. *Monographs* is a series of paperback booklets intended for use in seminars or independent study or as supplements to regular undergraduate courses. The purpose of each *Monograph* is to stimulate the development of the student's ability to do mathematics. The managing editors of both publications are J. R. Boyd, professor of mathematics, and G. Rudolph Gordh Jr., associate professor of mathematics.

The *Undergraduate Journal of Physics*, a publication designed by the American Institute of Physics to disseminate distinguished student research throughout the country, is published at Guilford College, with Rexford E. Adelberger, associate professor of physics, as national editor.

The French journal *Degré Second: Studies in French Literature from the Renaissance to the Present* appears each year and is distributed internationally. Its coeditor is James P. Mc Nab, Dana Professor of French, while the journal's editorial board consists of distinguished scholars from throughout the United States and Europe.

The *Southern Friend: Journal of the North Carolina Friends Historical Society* is a semiannual periodical sponsored by the only Friends historical society in the Southeast. Coedited by Lindley Butler of the faculty of Rockingham Community College and Damon Hickey, curator of the Friends Historical Collection, the publication carries scholarly articles on various aspects of the history of the Religious Society of Friends.

RELIGIOUS LIFE

Religious life at Guilford reflects the variety of religious backgrounds and concerns of students and faculty. Many students become associated with local churches or synagogues and continue active roles in church life. New Garden Friends Meeting, across from the College, and Friendship Friends Meeting, on campus, welcome students of all faiths.

Several members of the campus community also sponsor a mid-week meditation to which the entire community is invited.

Student organizations such as Quaker Concerns and the Guilford College Christian Fellowship are active on campus, and regular worship services are held for Episcopalian and Catholic students. Hillel provides religious and cultural opportunities for Jewish students.

COMMUNITY INVOLVEMENT

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The College encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. Students are involved in such programs as tutorial services, volunteer work and internships with governmental, religious and other community

organizations. In some cases academic credit may be received for these activities.

Some students gain practical experience by working with local parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus. Other campus organizations, such as AACS and the Biophile Club, also pursue their special interests in the community at large.

LEADERSHIP RECOGNITION

Campus leadership at Guilford is recognized in various ways and is a factor in the awarding of scholarships and other honors. Outstanding seniors may be named to Who's Who in American Universities and Colleges. Academic leadership is recognized by the Dean's List, by appointment of College Marshals and by awards such as the Charles A. Dana Scholarships, honoring both leadership and academic ability. Each year



Hege-Cox Hall.

the Nereus C. English Athletic Leadership Awards are made to superior athletes who have shown leadership in athletics and other aspects of campus life. The College's Board of Visitors also annually recognizes an outstanding senior with the Senior Excellence Award based on campus-wide nominations. Students with very high academic averages may qualify for the Guilford Scholarship Society, which also includes faculty members who are members of Phi Beta Kappa or Sigma Xi. Student leaders who are members of the senior class receive recognition awards each year from the Office of the Student Services staff.

ATHLETICS AND RECREATION

The athletic program at Guilford College provides activities which are physically wholesome, mentally stimulating and socially satisfying, integrating athletics into the total educational program. All students are encouraged to participate in intercollegiate or intramural sports.

As a member of the Carolinas Conference and the National Association of Intercollegiate Athletics (NAIA), Guilford sponsors intercollegiate teams in 12 sports. Men may participate in baseball, basketball, football, golf, lacrosse, soccer and tennis. For women there are basketball, softball, lacrosse, tennis and volleyball teams.

In the past 15 years, Guilford College athletic teams have participated in a number of national championships. The baseball, basketball, golf and men's and women's tennis teams have participated in NAIA National Tournaments. The men's basketball team won the national championship in 1973, and the women's tennis team won the title in 1981.

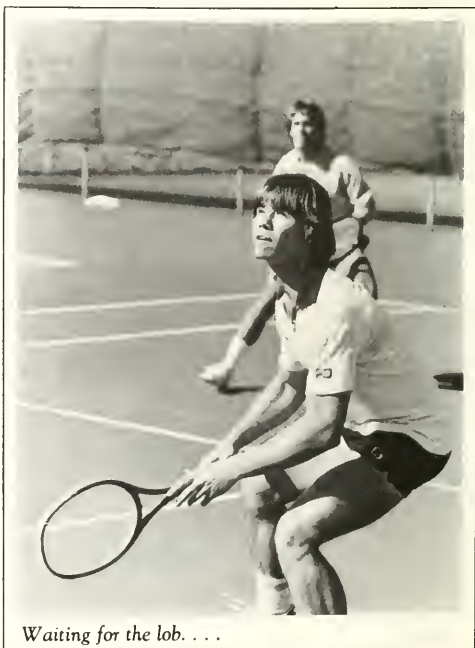
The Guilford College Intramural Association offers 16 competitive activities to male, female and coed teams. Students, faculty and staff participate in team tennis, soccer, flag football, volleyball, racquetball, coed innertube water polo

and coed volleyball during the fall semester. Second semester activities are basketball, foul shooting, one-on-one, softball, track, ping pong, wrestling, swimming and racquetball.

Student leadership has been a key to the success of the intramural program. Opportunities to participate as a representative, game official, player or supervisor are open to all interested students.

MOTOR VEHICLES

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in the designated parking area. Students who operate motor vehicles are required to pay a motor vehicle registration fee and maintain full insurance protecting others. They are expected to exercise care and consideration for the safety of themselves and others and to observe state, local and campus traffic regulations. Details of traffic and parking regulations are included in the *Student Handbook*.



Waiting for the lob. . .

IV. Admissions, Fees, Student Aid

In the admissions procedure, Guilford College concerns itself with more than just statistics. Because Guilford is an academic community which values shared learning experiences, the College seeks in its applicants qualities of personality, intellectual capability and social awareness which enable students to participate fully and responsibly in both the academic program and campus and community life.

To promote the exchange of ideas and values, Guilford actively seeks a student population representing wide areas of the United States and other nations, as well as a broad spectrum of ethnic, religious, racial and socioeconomic groups.

SELECTION

It is the policy of Guilford College to review each application individually, considering all aspects of an applicant's record.

The Admissions Committee of the faculty examines an applicant's past scholastic achievement as demonstrated by grades and class rank in high school and academic potential as predicted by performance on one of the nationwide college entrance examinations. Intellectual ability is a significant factor in selection. Since it does not, however, constitute the whole person, other qualifications are considered.

The committee attempts to admit competent students whose backgrounds and talents will enrich the community educational experience and whose energies and concerns promise constructive leadership and useful service in their own lives and in society. Personal characteristics are evaluated through letters of recommendation and an interview which prospective students are urged to arrange. All applicants are encouraged to submit for the committee's review any information concerning unusual circumstances, achievements or abilities which they feel would be relevant.

Secondary School Preparation

There is no specific number or pattern of units required for entrance to Guilford. The College is primarily interested in the quality of a student's overall academic performance. However, to be better prepared for an academically successful experience in Guilford's liberal arts curriculum, a student's 16 high school units should include 12 academic units, with four units in English, three in math, three or four in natural sciences and two to six in a foreign language.

Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high



Admissions counselor talks with visiting family.

school program. See page 50. The Guilford Summer Scholars program described in Chapter I also allows early college experience for selected high school students.

In addition to course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students also are encouraged to increase their competence in writing and in developing the ability to express ideas accurately.

Entrance Tests

So that the Admissions Committee of the faculty can better evaluate a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT) and have scores sent directly to the College. Achievement tests are also recommended.

Personal Interview

The best way for a student to become familiar with a college is to visit its campus and meet and talk with different members of the college community. Likewise, the best way for the admissions staff to become acquainted with a student is through personal contact. For these reasons, each prospective student is encouraged to visit the campus.

Arrangements for a personal interview and a campus visit may be made through writing or calling the Admissions Office. The College telephone number is (919) 292-5511.

APPLICATION PROCEDURE

Applications are processed on a rolling basis; as soon as the application and all supporting material are received in the Admissions Office, the application will be considered. The materials needed are:

(1) the completed application form with

a \$20 application fee,

(2) a transcript of all secondary school work,

(3) results of one of the college entrance examinations (SAT or ACT) and

(4) personal recommendations from guidance counselors or others.

Candidates for admission as residential campus students will be notified of the decision of the Admissions Committee of the faculty immediately after their applications have been processed. Accepted students confirm their intention to enroll by paying a \$100 enrollment fee. Refundable to new students until May 1, this fee is not applied to tuition and fees but serves as a registration and escrow deposit throughout the student's enrollment at Guilford College. See page 52 for further details. Inquiries concerning admission to Guilford College should be addressed to:

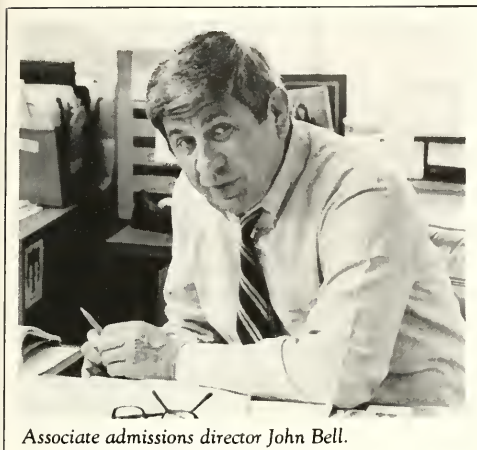
Dean of Admissions and Financial Aid
Guilford College
5800 West Friendly Avenue
Greensboro, North Carolina 27410

EARLY DECISION PLAN

To eliminate the necessity for prospective Guilford students to file applications for admission to several colleges and to reduce the anxiety of some regarding acceptance, Guilford has joined a number of other colleges which offer an Early Decision Plan. Through this optional arrangement, students whose first choice is Guilford and who have strong academic and personal qualities may have a decision from the Admissions Committee of the faculty by November 1 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan, students should sit for the SAT or ACT examinations during their junior year in high school and submit their applications by October 15 of their senior year.

Under this plan, students agree to apply



Associate admissions director John Bell.

to no other colleges until a decision is reached by Guilford; and, if accepted, they agree to let Guilford know of their decision by paying the \$100 enrollment fee within two weeks after their notification of acceptance. For students accepted under the Early Decision Plan, the enrollment fee is not refundable.

ADVANCED PLACEMENT

Advanced standing may be earned through the Advanced Placement examination or the College Level Examination Program for a total of 32 credits (with a maximum of 16 in each) for those examinations that correspond to courses in the Guilford curriculum. The required course Interdisciplinary Studies 101 cannot be waived by examination. Placement and credit decisions in the student's major must be approved by the appropriate department chairperson. Placement requires Advanced Placement scores of three or better, or CLEP scores of 500 or better; credit requires Advanced Placement scores of four or better, or general CLEP scores of 550 or better. Subject CLEP scores must be at least 50 for placement and at least 55 for credit. General examination scores may apply only to courses taken to satisfy the general college or distribution requirement.

Credit for other courses may be obtained only by taking subject area

examinations. Exceptions to these policies may be made by petition to the Academic Dean. For further information, the student should contact the Registrar's Office or the Admissions Office. Continuing Education students should consult the Assistant Registrar for Continuing Education.

All freshmen are tested for proficiency in English and in the foreign language they wish to continue studying. On the basis of these tests, students are placed in the most advanced courses for which they are qualified.

International Student Application Procedure

To be considered for admission, an international student must comply with certain special procedures.

Complete the application form and return with the following:

- (1) a bank draft in payment of application fee of \$20 (U.S. dollars),
- (2) one copy of official transcript from each high school or college attended,
- (3) one copy of an official TOEFL (Test of English as a Foreign Language) score (to be considered, a student must score 500 or above) and
- (4) a completed financial statement indicating adequate financial support to meet the expenses of the entire academic program at the College. Applications will not be processed unless such declaration can be made.

A provisional admission can be granted to a prospective student who meets the following conditions:

- (1) ranks in the upper 40 percent of his graduating class,
- (2) has maintained a grade average equivalent of C or better and
- (3) agrees to enroll and continue studying in the Inter-Link program (see p. 35) or an equivalent intensive English language program until he/she scores 500 or above on the TOEFL examination. Upon achieving a minimum TOEFL score of 500, the applicant is required to

complete a statement demonstrating proficiency in written English.

TRANSFER APPLICATIONS

Qualified transfer students from accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for transfer to Guilford, a student needs at least a C average in all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria used for freshman applications.

The materials necessary to complete an application for transfer are:

- (1) the regular application for admission and the \$20 application fee,
- (2) a transcript from every high school and college attended,
- (3) results of one of the college entrance examinations (SAT or ACT scores earned while in high school are acceptable) and
- (4) a letter of recommendation from the academic adviser or the academic dean of the school the student last attended.

EARLY ENTRANCE

Because of greater preparation and maturity among many of today's high school students, Guilford College has expanded its Early Entrance Program to accommodate an increased number of able students who wish to pursue their educational objectives at an accelerated rate. Guilford welcomes applications through the normal admissions process from qualified students who are prepared to enter college upon completion of the eleventh grade. Consideration may, in some cases, be given to capable students who wish to enter college even earlier.

Each year an increasing number of students with varied backgrounds and from many states enter through the Early Entrance Program. They are admitted from the age of 14 upward, with or without high school diplomas. Their academic performance and personal development place them markedly above those students accepted through regular admissions, a fact which the College attributes both to high motivation and to intense intellectual curiosity.

Any high school student with superior academic potential is eligible to apply. For details, the Admissions Office should be contacted.



Students enjoy Homecoming picnic on the campus lawn.

TUITION AND FEES: 1984-85

For the academic year
of two semesters

	Day Student	Mary Hobbs Hall	Other Halls
Tuition (12-18 credits)	\$5,114	\$5,114	\$5,114
Room and Board		2,354	2,474
	\$5,114	\$7,468	\$7,588
Student Activity Fee	122	122	122
	\$5,236	\$7,590	\$7,710

OTHER FEES

Application Fee	\$ 20	Graduation Fee	\$20
Enrollment Fee	100	Duplicate Diploma Fee	10
Per Credit Tuition (fewer than 12)	97	Key Deposit	5
Per Credit Overload Tuition (more than 18)	97	Motor Vehicle Registration	
*Audit Fee (per credit hour)	25	Dormitory Student	10
*Audit Fee (per course)		Day Student	3
(Senior Citizens)	25	Linen Deposit	10
Registration Fee		**Insurance Premium	
(part-time students)	15	***Athletic Insurance Premium	
Late Registration Fee	10	Transcript Fee (per copy)	2

*Auditors pay no registration fee, but pay special course fees where applicable.

**The specific premium for the academic year will be found on student bill.

***All students involved in intercollegiate athletics are required to carry special athletic insurance. Information about this coverage and its cost will be sent by the Athletic Department.

All fees are subject to adjustment.

COURSE FEES

Education 440	\$ 50
English 011	\$100 *
Sport Studies Fees	
Ballet	\$ 30
Horseback Riding	\$100
Sailing	\$ 20

* If English 011 is the only course being taken.

Courses in the sciences numbered 400 or above may also include course fees, as may Special Topics courses (250 and 450) in any department.

MUSIC FEES

Guilford College students registered for private lessons in applied music at

Guilford College pay \$125 per credit hour. At Greensboro College, students pay \$470 per semester for two half-hour lessons per week and \$235 per semester for one half-hour lesson per week.

Fees also are charged for the use of practice rooms at Guilford College and for the use of College orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with Piano	
6 hours per week	\$20
12 hours per week	\$40
Use of Practice Room without Piano	
6 hours per week	\$15
12 hours per week	\$20
Rental of Orchestral Instruments	\$20

EXPLANATION OF FEES

Enrollment Fee. A \$100 fee is required of all full-time residential campus students. This fee serves as an amount from which, at the conclusion of the school year, all financial obligations due the College, such as charges for room damage, library fines, etc., are deducted. If there are deductions from the fee due to unpaid financial obligations, a sum necessary to bring the fee to the level of \$100 will be added to the student's account at the beginning of the next fall term. This fee, less deductions, if any, will be refunded after the student graduates. Refund of this fee will be made to enrolled students leaving the College before their senior year only in the following situations:

- (a) For reason of health on certification from the College physician;
- (b) For students leaving the College at the end of the first semester, provided notification is given to the Dean of Students by November 1;
- (c) For students leaving the College at the end of the academic year, provided notification is given to the Dean of Students by April 1;
- (d) For students not permitted to return for academic reasons.

For students who withdraw after the November 1 deadline (or the April 1 deadline), the fee will be credited to the student's account for one year. If the student does not return within one year, no refund will be made. Students who are uncertain about withdrawal should consult with the Dean of Students before either the November 1 or April 1 deadline.

Key Fee. A key fee is required of all resident students. The fee is refundable when the student gives up his/her room and returns the original key.

Linen Service, Fee and Deposit. Pillow cases, sheets and towels are furnished optionally by an outside linen service. The cost for this service is included in the regular room charge. If the service is not



Near the center of campus.

desired, students or parents must notify the Business Office, in writing, 15 days before the fall registration date in order to receive a credit of \$10 each semester. Those desiring the service also pay a required linen deposit, which will be refunded upon return of linens when the student leaves school.

Late Registration Fee. A student who fails to complete registration on the day and at the time designated will be required to pay a late fee of \$10.

Motor Vehicle Registration Fee. For further information on motor vehicle registration and regulations, see the *Student Handbook* or see page 46.

Student Activity Fee. The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which all students may participate or from which they receive benefits.

MEDICAL AND ACCIDENT INSURANCE

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance (\$25 deductible). The policy provides up to \$2,000 medical expenses per accident or sickness. Payment will be made commencing after \$25 in expenses for treatment and hospital confinement have been incurred within 12 months following the sickness or accident, if treatment begins within 90 days from the date of the accident or commencement of the sickness. The cost of the following is covered:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and registered nurses. (Hospital room and board limited to the cost of a semi-private room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs and laboratory tests.
4. Services rendered by the Student Health Services for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound, natural teeth (limited to \$250).

The details of this policy are subject to change each year. Information on the details of the policy is provided.

The premium for insurance will appear as an item on the first semester charges. Students or parents must notify the Business Office in writing by August 15 if such protection is not wanted.

Students participating in inter-collegiate athletics are required to take Athletic Insurance coverage. Details are available from the Athletic Department and Business Office.

International students attending Guilford College full time are required to carry the basic sickness and accident policy and a major medical coverage (\$10,000 maximum) available through

the College plan. To be exempt from this coverage and the fee, a waiver form must be sent to the College Business Office by check-in day, indicating that the student has at least comparable coverage with a medical insurance company based in the United States.

PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. Payment or proper arrangements with the Business Office must be completed by August 15 for the first semester and January 1 for the second semester to avoid a late payment penalty. Any student with an unpaid account 10 days after registration is subject to expulsion from the College.

Monthly Payment

Guilford offers a special plan for parents who prefer to pay tuition and other school fees in monthly installments. The cost for a monthly installment plan spread over 10 payments is two percent greater than when payment is made in cash at the beginning of each semester. The cost for the installment plan spread over eight payments in the course of the academic year is three percent greater. Those desiring this plan should make arrangements through the Business Office.

REFUNDS AND ADJUSTMENTS

Subject to the adviser's approval, a student may change registration and add courses during the first week of classes. In the case of official withdrawal from the College, the following refund or adjustments schedules apply. Official withdrawal involves completing a withdrawal form obtained from and returned to the office of the Dean of Students.

Tuition (Calendar days beginning with the first day of college classes)

- | | |
|---------------|--------------------------|
| 1 through 7 | — 100% refund of tuition |
| 8 through 14 | — 80% refund of tuition |
| 15 through 21 | — 60% refund of tuition |

22 through 28 — 40% refund of tuition
(No refund after the 28th day)

Note: If a full-time student living on campus withdraws during the first 28 days from sufficient credit hours to drop below full-time status, and obtains permission from the Director of Housing to continue to live on campus, no reduction in tuition will be given.

Board

Refunds are prorated on a weekly basis calculated on Tuesday following the date of official withdrawal.

Room

There will be no refund or credit against room rental for the semester after the first day of classes. No refund or credit will be made to any student suspended or expelled from the College or residence hall for disciplinary or for other reasons.

Student Activity Fees

Student activity fees will be refunded in full during the 100% tuition refund period, but will be nonrefundable thereafter.

Special Course Fees

These will be refunded in full until the 29th day and then are nonrefundable.

Proration of Financial Aid

Any financial aid grant given to a student who subsequently withdraws from school during the school year will be adjusted on the basis of the ratio of the total refund due at the time of withdrawal, to the total cost for the student.

STUDENT AID

There are many students whose family resources are insufficient to meet the rising cost of a college education without special assistance. The Director of Financial Aid and the Student Aid Committee of the faculty attempt to identify such students and arrange assistance for them consisting of scholarships, grants, loans and work opportunities.

Over 65 percent of Guilford College

students receive some type of direct financial assistance. All students benefit from income from endowment funds, since tuition and other expenses are lowered below actual costs.

BASIS OF AWARDS

In granting or renewing financial aid, the Student Aid Committee takes into consideration both satisfactory academic performance and financial need according to the terms of the particular scholarships available. Students are considered to be making satisfactory academic progress at Guilford College when their averages are above the minimum indicated in the table on page 131 for assigning academic probation. Financial aid may be continued for students placed on academic probation. However, financial aid may be terminated unless a C average is earned during each term of academic probation. Financial aid is not automatically continued but must be applied for each year.

Applications for scholarships and other financial assistance should be addressed to the Director of Financial Aid, Guilford College, 5800 West Friendly Avenue, Greensboro, North Carolina 27410. Financial need is evaluated through family financial statements submitted through the American College Testing Program, Post Office Box 1000, Iowa City, Iowa 52243. Forms may be obtained from the high school counselor or directly from the Financial Aid Office. Completed applications should be received by April 15.

SCHOLARSHIPS AVAILABLE

Honors Scholarships

The College offers up to 20 Honors Scholarships in each entering class. The scholarships are awards of half-tuition and are renewed for each of the normal four years of study provided an overall grade point average of 3.00 or better is maintained. Each renewal is again half-

tuition so that the award increases as tuition increases.

Dana Scholarships

To be eligible for consideration for a Dana Scholarship, a student must have completed a full academic year or its equivalent at Guilford College, have a cumulative 3.25 average and be nominated by students, faculty or administrative staff. Selection is made by a special faculty committee which takes into consideration the student's maturity, motivation, leadership and contribution to campus life. Dana Scholars who continue to meet these criteria and who are renominated for the award may be reappointed each year. Awards are based upon demonstrated need and may go up to the cost of full tuition.

Aid for Quaker Students

To the extent that restricted Quaker funds are available, Guilford College follows the guidelines below for financial aid to Quaker ministers and students:

1. Recorded Quaker ministers serving North Carolina Friends Meetings who are degree-seeking students are eligible for financial assistance equal to the cost of full tuition up to and including 18 credits per semester. If the student attends college full time and receives the North Carolina Legislative Tuition Grant, the amount of Quaker funds will be reduced accordingly.
2. Candidates for the ministry may qualify for up to \$1,000 per year in loan/grant funds, according to need, if the sum awarded is matched by an equal contribution from the student's monthly, quarterly or yearly meeting — or a combination of these. If, after leaving Guilford College, the student is employed full time in a professional capacity in North Carolina Yearly Meeting, he/she may have the loan cancelled on a proportionate basis.
3. Any Quaker student receiving need-based assistance will be eligible to



Studying for exams.

replace up to \$1,000 of the loan or work/study portion of the award package with a grant of \$500 from Quaker funds if his/her meeting provides matching funds.

Applications should be made to the Director of Financial Aid.

Other Scholarship Aid

The Student Aid Committee of the faculty administers a number of scholarships and grants-in-aid made possible by friends of the College. These are awarded largely, but not entirely, on the basis of need. A few of the named scholarship funds are listed. A more complete listing may be found in Financial Aid Office publications.

The George I. Alden Excellence Scholarship. Established by the George I. Alden Trust of Worcester, Massachusetts, this fund provides an annual award of \$2,500 to a rising junior who has been enrolled at Guilford College for at least one year. The award is made on the basis of outstanding character, intellect and scholarship.

Nereus C. English Scholarship Fund. This fund, established by Nereus C. English of Thomasville, North Carolina,



Dana Auditorium.

provides scholarships that may be applied to any field of study. Priority is given to graduates of Trinity High School, Trinity, North Carolina.

A. Brown Finch Scholarship Fund.

Several scholarships are available each year through the generosity of Mrs. Doak Finch, who established this fund in 1951. Preference is given to North Carolina residents from Randolph or Davidson counties.

The Greensboro Fund. This fund offers grant aid for Greensboro residents enrolled through the Center for Continuing Education. Its purpose is to provide support for persons attempting to complete their undergraduate education through the adult continuing education program at Guilford College.

Carlton R. Kerner Scholarship Fund.

This fund, established by the family of Carlton R. Kerner, makes funds available to students from a variety of backgrounds. Awards are granted to students who demonstrate sufficient need and strong academic performance.

Roxie Armfield King Scholarship Fund.

Women students, primarily from Guilford County, receive grants from this

fund ranging from \$100 to \$1,000 annually. These awards are based on demonstrated need as well as academic potential.

J. Henry Scattergood Scholarship Fund.

This fund was established by the Friends Freedmen's Association in Philadelphia, Pennsylvania. Preference for recipients is given to American students from economically and culturally disadvantaged backgrounds.

Trustees' Scholarship Fund.

The Guilford College Board of Trustees established this fund in 1978. Preference is given to minority and international students.

AID TO NORTH CAROLINA RESIDENTS

To qualify for North Carolina state grants, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to the beginning of the semester. Grants are not available for students who have earned a bachelor's degree or qualified for such a degree.

North Carolina Legislative Tuition Grant

During the 1983-84 academic year, \$750 was credited to each full-time North Carolina student's account. Need is not a determining factor. The student must be an undergraduate enrolled for 12 or more credits on October 1 for the fall term and on the 11th day of the spring term.

North Carolina State Contractual Scholarship Fund

The state of North Carolina provides scholarship assistance to needy North Carolina students attending private postsecondary institutions. During the 1983-84 academic year, \$137,550 was distributed on the basis of need to Guilford College students.

Federal Grants and Loans

The Pell Grant Program (formerly Basic Educational Opportunity Grants) is administered by Guilford College. The amount of each grant is determined by a congressionally approved schedule. Application for a Pell Grant is made via the ACT Family Financial Statement.

Guilford makes Supplemental Educational Opportunity Grants (SEOG) to students from low income families with exceptional financial need who require these grants to attend college. Guilford offers grants from \$200 to \$2,000 a year, dependent on need, for a maximum duration of four academic years.

Guilford also makes loans from the federally-supported National Direct Student Loan Program. These must be repaid within 10 years with interest charges of five percent. Payments begin six months after the student leaves school. Deferments may be granted with no interest to be charged for up to three years while the borrower is in the armed services, the Peace Corps or VISTA.

Requests for Guaranteed Student Loans from the student's home bank or a state agency also are certified through the Financial Aid Office.

PARENT LOAN PLAN

The George I. Alden Parent Loan Fund, established at Guilford College in 1981 by the George I. Alden Trust of Worcester, Massachusetts, is designed to help middle income parents of Guilford students pay for college education in regular installments, over an extended period of time, and at a lower than usual interest rate. Combined parental income must exceed \$30,000 for eligibility.

CONTINUING EDUCATION LOAN FUND

The College offers to all independent students enrolled through the Center for Continuing Education loan funds sufficient to cover up to 75 percent of



Time for a study break.

their tuition charges. Students enrolled on at least a half-time basis whose family incomes are under \$30,000 are eligible to apply.

WORK OPPORTUNITIES

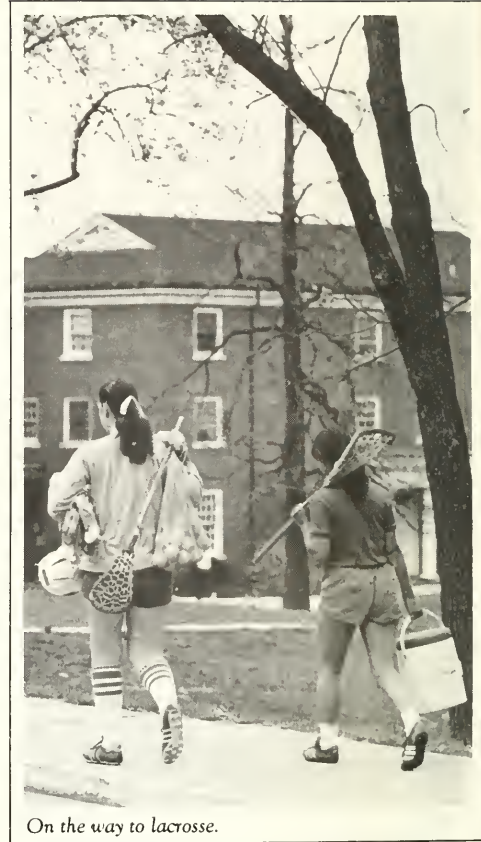
In cooperation with other members of the Greensboro Regional Consortium, Inc., Guilford College operates a Job Location and Development Service to assist students who need to work while in school. The College also administers a federally funded work-study program as well as a totally institution-funded work program for which students may qualify on the basis of need. Part-time work is available in the library, cafeteria, offices, laboratories, physical education center and maintenance.

Women students may also reduce their expenses by rooming in Mary Hobbs Hall, a cooperative dormitory.

Veterans

The Office of Veteran Affairs makes available to veterans, war orphans, wives and widows of veterans the same services normally provided at the regional level. In addition to educational benefits, assistance is also available in areas not specifically related to education. Services include determination of eligibility, application for veteran benefits, tutorial assistance (at no cost to the veteran), application for eligibility for home loans, application for eligibility for educational loans, guidance and counseling and general information regarding the various forms of veteran assistance.

For further information or assistance, the Director of Financial Aid should be contacted.



On the way to lacrosse.

V. Continuing Education

Guilford College's first educational programs for men and women older than traditional residential undergraduates began more than a quarter of a century ago in downtown Greensboro. Since those days in the early 1950s, continuing education and the concept of life-long learning have become major social movements throughout the United States. At Guilford, continuing education has changed in many ways, especially since the Downtown Campus was integrated with the campus proper in 1973. The College's current continuing education programs combine high academic quality and rigorous standards with the flexibility and responsiveness to individuals that distinguish the Quaker tradition. The staff of the Center for Continuing Education and the faculty who teach continuing education students are aware of the special hurdles that adult students must often negotiate, and they are sensitive to both the strengths and the handicaps that frequently characterize these students. This awareness, as well as the conviction that all education, including the education of adults, is an expression of the College's mission, shapes Continuing Education at Guilford today.

THE STUDENT BODY

Continuing education students are usually older than traditional undergraduates, and many carry full-time employment responsibilities. About half of these students study part-time to complete degrees, to increase professional competence or to expand skills and knowledge in new directions. Almost all continuing education students commute to the campus. Some attend classes during the day, since all Guilford courses are open to continuing education as well as residential students. For the most part, however, continuing education students attend classes during the evening hours. Those on a rotating work schedule alternate day and evening sections of courses in a pattern known on campus as "flip-flop."

About 90 percent of the continuing education students have had some prior postsecondary schooling, although for some this is not more than a course or two taken years earlier. A large number have completed the associate degree at a technical, community or junior college. Others already hold one bachelor's degree and are seeking additional training or a second degree.

AREAS OF STUDY

Three programs attract a sizeable majority of continuing education students: accounting, administration of justice and management. Faculty in these programs combine advanced academic training in their areas of expertise with practical experience in the field. They are committed to professional education that is conceptually based; they insist that their students not simply carry out routine assignments but learn how to think as accountants, managers or criminal justice officers.

Other evening students choose majors in chemistry, economics, geology, mathematics, physics, psychology or sociology. Although there are fewer night courses in these subjects available during a single semester than in the three former areas, offerings are rotated on a schedule that permits completion of each major at night over a sequence of semesters.

Continuing education students able to attend classes during the day may select a major in any of the 28 academic disciplines offered by the College. See page 27.

THE CERTIFICATE OF STUDY PROGRAM

This program consists of four to six courses in a clearly defined sequence. It is designed for (a) the person who seeks an organized and well-planned learning program but does not wish to embark upon a complete bachelor's degree

program, or (b) the person who has completed undergraduate studies in one area, who does not wish to pursue a graduate degree but who does seek to develop one or more strong additional areas of expertise. For more information see page 35.

THE EVENING SCHEDULE

The academic year at Guilford College is divided into two semesters (fall and spring), with a summer session administered by the Greensboro Regional Consortium, Inc. During the fall and spring semesters, evening classes are offered four nights a week, following a Monday/Wednesday or Tuesday/Thursday pattern. Classes are scheduled for 75 minutes each, from 6:00 p.m. to 10:15 p.m. Thus, continuing education students can carry a full load (three courses, 12 credits) by attending classes only two evenings a week. Those who do carry a full load speed their progress toward a degree and, if legal residents of North Carolina working toward a first degree, are eligible to receive the North Carolina Legislative Tuition Grant toward tuition.

A 10-week summer session is available, with classes meeting on Monday and Thursday nights only. Or two five-week summer sessions offer courses meeting four days a week, Monday through Thursday. In both cases, two class periods are scheduled for one hour and 50 minutes each, and 8 credits are considered a full-time load. The summer session is considered a third semester, allowing a full-time continuing education student to complete 32 credits in three semesters.

Companion sections of some courses are scheduled to facilitate class attendance during the day or night, as work shift hours change during the term.

Students who prefer a lighter load may take one or two courses per evening during the fall and spring semesters and only one or none during the summer session.

ADVISING AND COUNSELING

Academic Advising

Two academic advisers are available at the Center for Continuing Education for personal as well as professional counseling



Management professor works with Continuing Education students.

with potential, entering or continuing students. Potential students may consult with these advisers in order to determine which course of study will best suit their interests and abilities. Transfer students may seek assistance in assessing previously earned credits and determining how these credits may count toward a Guilford degree. Continuing Education students may seek advice as to whether a lighter load is preferable to a full-time load, in view of prior preparation, work schedule or family responsibilities.

Appointments may be made with an academic adviser any time between 8:30 a.m. and 9 p.m., Monday through Thursday, or 8:30 a.m. and 5 p.m. Friday, by telephoning the Center for Continuing Education.

Students who are attending college for the first time work with the Continuing Education academic advisers throughout their initial year at Guilford. Transfer students from other educational institutions begin to plan their courses of study with a faculty member in the major department after one semester. However, all evening students are invited to consult the Director of Continuing Education or the Continuing Education advisers at any time.

Career Development and Placement Services

Guilford College's Career Development and Placement Center, located in Founders Hall, offers career planning assistance and job placement for all students both during college and after graduation. The center's services include career assessment testing and consultation; workshops and materials for job search strategies, resume preparation and interviewing skills; and on-campus recruitment scheduling and facilities for graduate and professional schools, businesses and industries. A career library located in the center provides information on careers, graduate schools and job opportunities.

The fee for CCE student access to any

or all of these services is \$15 per year. The fee may be paid directly to the Center for Continuing Education.

Every effort will be made to provide services to eligible CCE students by prior arrangement during weekdays, Saturday mornings, or Monday-Thursday evenings.

Counseling for Veterans

Available in the Financial Aid Office is a complete counseling service for veterans, providing educational guidance and information about veteran benefits.

Academic Skills Center

The Academic Skills Center, located in the basement of the Guilford College Library, assists students with academic difficulties, especially in reading, mathematics and expository writing. The training in study skills offered by the center has proved successful in helping students long out of school to manage the transition back into the classroom. A limited amount of tutoring in a wide range of academic subjects may be obtained without charge through the center. The services of the center are available during some evening hours as well as during the daytime.

STUDENT GOVERNMENT

The Center for Continuing Education Student Government Association (SGA) is composed of all students registered for college credit work through the Center for Continuing Education. The association exists to serve the welfare and interests of its members, working toward the establishment of a community supportive of the continuing education of adults. Among its activities is the sponsorship of social and cultural events for working students whose free time is typically severely constrained. The Student Government Association operates under the direction of an eight member Executive Board elected by ballot of the membership and installed at the last called meeting in the spring semester. The Executive Board derives its authority from

the President of the College and is responsible for the allocation of continuing education student activity fees.

ADDITIONAL SERVICES AND ACTIVITIES

Continuing education students may participate but not hold office in the activities and business of Residential Campus student organizations in accordance with the following guidelines:

Senate — CCE students may participate in the Senate only as designated representatives of the Student Government Association (SGA) and by invitation of the Senate.

Student Union — CCE students may belong to the Union but will not serve as officers.

Judicial Board — CCE and Residential Campus students serve as representatives of their respective constituencies.

Publications — (*Guilfordian*, *Quaker*, *Piper*) CCE students are welcome to participate in the activities of these publications, but editors will be chosen from among students paying the Residential Campus student activity fee.

WQFS — CCE students are welcome to participate, but the station management will be chosen from among students paying the Residential Campus student activity fee.

Clubs and Interest Groups — Such groups as African American Cultural Society, the Choir, Biophile, the Crafts Center and the Women's Center welcome the participation of CCE students. The **Ragan-Brown Field House** and **YMCA** offer opportunities for CCE students and their families to participate in all available recreational programs at a minimal charge.

Note: These guidelines are designed to encourage participation by CCE students but will minimize their participation in allocation of student funds since they do not pay the Residential Campus student activity fee.

Food service is available during restricted hours in the Grill Room located in the basement of Founders Hall or in the cafeteria located in the same building.

ADMISSIONS

Persons wishing to attend Guilford College through its Center for Continuing Education may seek admission to one of several programs. Each of these has been designed with the needs of a particular type of student in mind.

Those who wish to pursue a degree program immediately must enter as regular students. They are expected to furnish transcripts of all scholastic work attempted since entering high school, scores from the School and College Ability or the Scholastic Aptitude Testing programs of the College Entrance Examination Board or the test of the American College Testing Program, and a letter of recommendation. Transfer students also are expected to furnish a letter from the dean of the last college attended, attesting to their eligibility to return.

Those who have been out of school for a number of years and cannot, by the College's standards, be evaluated adequately on the basis of their past academic records or test scores, may seek admission as "Special Advisees." Such applicants are expected to submit past academic records; however, the College waives its usual requirement regarding test scores for persons seeking to enroll under this arrangement. The College also provides special counseling when needed, and permits the special advisee to demonstrate the ability to perform college-level work successfully.

Those who wish to pursue college-level work with no grade assigned and for no college credit may enroll on a non-credit basis. These persons need furnish none of the credentials required of degree candidates. They may audit courses, or they may attend certain courses for a flat

fee once enrollment for those courses has been established.

For application materials, write to:

Admissions and Financial Aid Office
Guilford College
5800 West Friendly Avenue
Greensboro, North Carolina 27410
or telephone (919)292-5511

TUITION AND FEES: FALL SEMESTER 1984-85: CCE

Fee Per Credit Hour	\$ 97
Application Fee	20
Registration Fee	15
Activity Fee	10
Audit Fee (per credit hour)	25
Audit Fee (per course)	25
(Senior Citizens)	
Special Non-Credit Courses	
English 011 and Math 011	
(includes Registration Fee)	100
Graduation Fee	20
Duplicate Diploma Fee	10
*Insurance (upon request at registration if taking 10 or more credit hours)	
Monthly Payment Plan	
Service Charge	3% add-on
Motor Vehicle Registration	
Commuting Student	
First sticker	3
Each additional sticker	1

*Specific premium for the academic year will be known at a later date.

All fees are subject to adjustment.

A continuing education student who elects to live in College housing (except for Frazier Apartments) must transfer to the Residential Campus and pay all applicable tuition and fees.

A continuing education student who elects to participate in intercollegiate athletics must transfer to the Residential Campus.

REFUND POLICY

Subject to the adviser's approval, a

student may change registration and add courses during the first week of classes. During the first 28 days of the semester, students who remain enrolled at Guilford College may drop up to 8 credit hours (net) and obtain a full refund for those credit hours. After the 28th day no refund will be given.

Students withdrawing completely from Guilford College will be subject to the following refund schedule: (Calendar days beginning with the first day of College classes.)

1 through 7—	100% of tuition
8 through 14—	80% of tuition
15 through 21—	60% of tuition
22 through 28—	40% of tuition
(No refund after the 28th day)	

Students who remain in school but who withdraw from more than 8 credit hours (net) will be subject to the above refund schedule for any credit hours dropped beyond 8 during the first 28 days.

The student activity fee will be refunded in full during the 100 percent tuition refund period but will be non-refundable thereafter.

Special course fees will be refunded in full during the first 28 days after the first day of College classes and then are nonrefundable.

The Continuing Education Registration Fee is payable at preregistration and is nonrefundable.

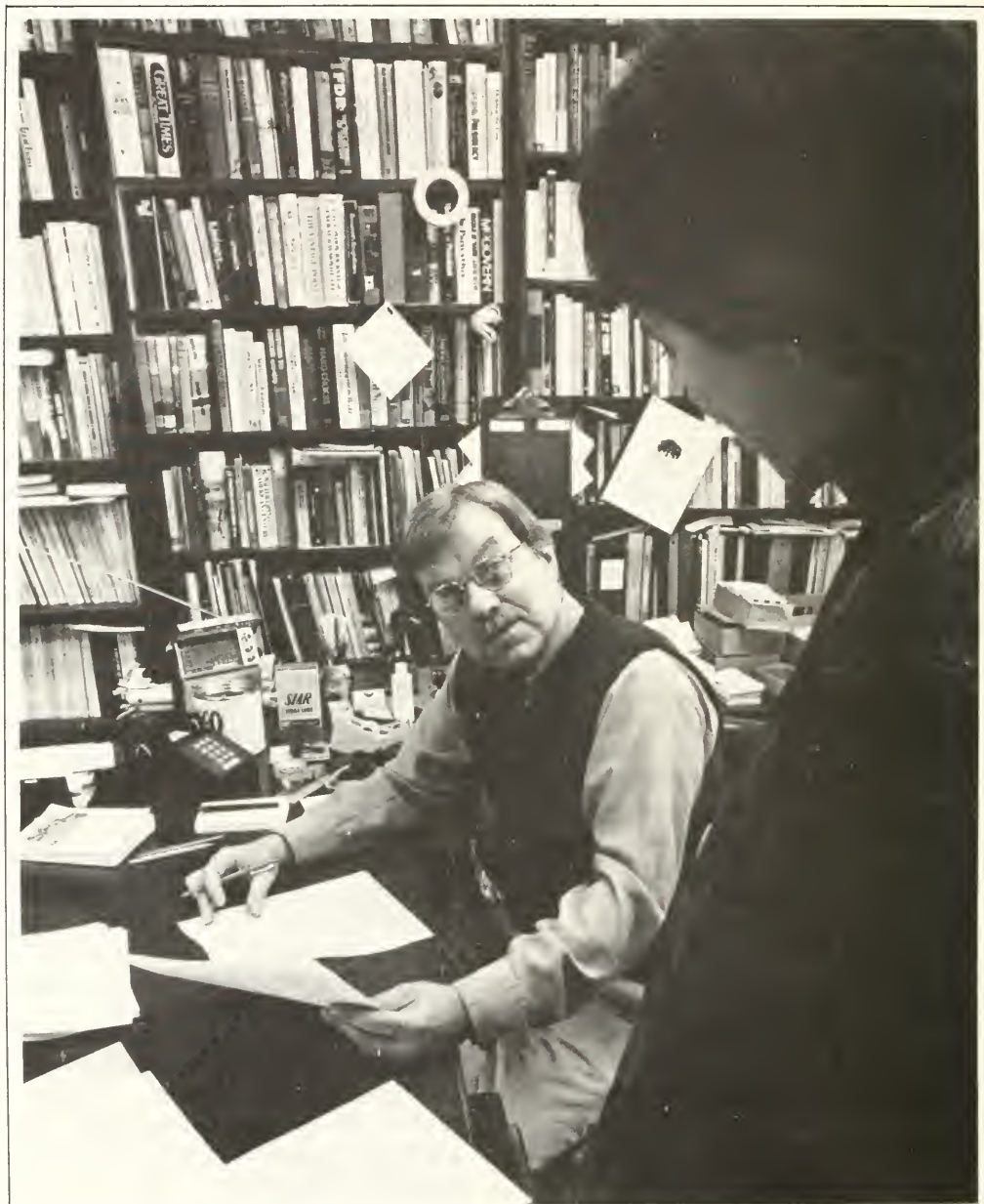
PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. Payment or proper arrangements with the Business Office must be completed by registration day to avoid a late payment penalty. Students electing to utilize a monthly payment plan with earlier due dates would meet the appropriate deadlines. Any student with an unpaid account 10 days after registration is subject to expulsion from the College.

CONTINUING EDUCATION LOAN FUND

The College offers to all independent students enrolled through the Center for Continuing Education loan funds

sufficient to cover up to 75 percent of their tuition charges. Students enrolled on at least a half-time basis whose family incomes are under \$30,000 are eligible to apply.



Book-lined office of history professor Alex Stoesen.

VI. Departmental Programs

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry 4 credits (the equivalent of four semester hours). Exceptions include physical education courses, off-campus seminars, some independent study projects and seminars in some departments. In the five-week summer session sponsored by the Greensboro Regional Consortium, Inc., non-laboratory courses normally carry 3 credits.

Normally, 100 level courses are introductory courses, 200 level courses are sophomore courses, and 300 and 400 level courses are junior and senior courses. Freshmen may not enroll in 300 or 400 level courses unless they demonstrate exceptional maturity and/or background in the discipline.

Departmental course offerings are listed in this section. The following order is observed: course number, descriptive title, any cross listing(s) of the course, credits awarded for the course, and instructor's name. Noted at the end of the course description are prerequisites and any general college requirements which apply to the course. For a course taught in alternate years, the next date when the course will be offered is generally indicated.

ACCOUNTING

William Grubbs, Associate Professor, Chair
Garland Granger, Assistant Professor
Bob M. Keeny, Voehringer Professor of Accounting

The increasing complexity of business, government and industry demands that able, well-educated persons be available to assume positions of responsibility. The preparation that accounting students receive at Guilford College — the breadth of liberal arts courses as well as the specialization in accounting — is designed to qualify them to cope successfully with today's ever-changing environment.

Graduates of the program can seek the challenge of a career in public accounting or respond to the demand for persons in industrial and governmental accounting. Others choose to use their accounting background as a way of joining the ranks of management in various organizations.

A Bachelor of Science degree is offered to Residential Campus students; the Bachelor of Administrative Science degree and the Associate of Arts degree are offered to Continuing Education Center students only. The Bachelor of Science degree program consists of eight major and five related field courses. The Bachelor of Administrative Science degree program consists of eight major and six related field courses.

Required major courses for both degrees are Principles of Financial Accounting, Intermediate Accounting I, II and III and Cost Accounting. Required related field courses are Principles of Economics (Economics 221-222), Computer Systems Management (Management 241), and Financial Management (Management 336); in addition, a second junior or senior level related field course is needed for the B.A.S. degree. Elementary Statistics (Mathematics 112) is required for both degrees; this course may be used to satisfy part of the related field as well as part of the science distribution requirement. Careful selection of other courses in the major and related field enables students to tailor the program to their individual career objectives.

The Associate of Arts degree program consists of four major and three related field courses. Required major courses are Principles of Financial Accounting, Principles of Managerial Accounting, Intermediate Accounting I and Cost Accounting. Required related field courses are Principles of Economics (Economics 221-222).

Students who plan to sit for the Certified Public Accountant Examination are advised to examine the requirements

of the state in which they plan to qualify. The accounting courses offered at Guilford are designed to satisfy course requirements set by the North Carolina Board of CPA Examiners.

201 Principles of Financial Accounting. 4. Fundamental accounting concepts as applied to business enterprises. Emphasis on analysis and recording of transactions and preparation of financial statements.

202 Principles of Managerial Accounting. 4. Interpretation and utilization of accounting data for management decision-making. Emphasis on analysis of financial statements, budgeting, cost systems and cost-volume-profit relationships. Prerequisite: Accounting 201.

301 Intermediate Accounting I. 4. Theory and application of financial accounting. Emphasis on the accounting cycle, financial statement presentations—the statement of financial position and the income statement. Prerequisite: Accounting 201.

302 Intermediate Accounting II. 4. Theory and application of financial accounting. Emphasis on current assets and liabilities, intangible assets, operational assets and corporate equity accounts. Prerequisite: Accounting 301.

303 Intermediate Accounting III. 4. Theory and application of financial accounting. Emphasis on long-term investments and liabilities, changes in financial position, pension costs, leases, current-value accounting and partnerships. Prerequisite: Accounting 302.

311 Cost Accounting. 4. Development and use of production costs in planning, controlling and decision-making. Prerequisite: Accounting 201.

321 Federal Taxation. 4. Principles of federal income tax laws relating to corporations and individuals. Prerequisite: Accounting 201.

322 Advanced Federal Taxation. 4. Tax planning and research in the areas of corporate and fiduciary income taxation and gift and estate taxes. Prerequisite: Accounting 321.

401 Advanced Accounting. 4. Accounting and reporting for consolidated corporations, partnerships, multi-national enterprises and non-profit organizations. Prerequisite: Accounting 303.

411 Auditing. 4. The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures and reports. Prerequisite: Accounting 303.

421 C.P.A. Problems. 4. General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examinations in accounting practice and theory.

Prerequisite: all required courses in accounting and related subjects.

422 C.P.A. Law. 4. General and specialized topics in business law which constitute the subject matter of the C.P.A. examination in that area. Topics include contracts, negotiable instruments, agency and the accountant's legal liability. Prerequisite: senior standing or permission of the department.

431 Accounting Theory. 4. Theories of valuation, income determination and financial statement presentations. Emphasis on current accounting issues and the related professional literature. Prerequisite: Accounting 303.

450 Special Topics. 4. See pages 31, 32. May be offered also at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

461 Accounting Policy. 4. A study of existing and emerging issues in financial accounting and reporting as they relate to conceptual, institutional and policy variables. Case studies are used to examine financial controversies, practices, standards and decisions in accounting policy formulation.

Students are encouraged to consult the summer school catalog for offerings during that term.

ADMINISTRATION OF JUSTICE

Barton Parks, Associate Professor, Chair
John Grice, Assistant Professor
Richard R. E. Kania, Assistant Professor

The administration of justice department offers programs which train students in understanding the structures, processes, policies and problems of formal organizations. While focusing primarily on the agencies of the American criminal justice system, the department takes an interdisciplinary approach to organizational behavior, working closely with other departments in the social sciences. The department emphasizes inquiry into the values of public institutions, experiential learning through internships, field trips, workshops and intensive study of formal structures and processes.

The major is intended for those who plan advanced study in law, criminal justice, public administration and urban affairs, as well as for those who have an

immediate career interest in the criminal justice system or related public agencies. Past and present majors have undertaken careers across the full range of the system: law enforcement, courts, corrections, parole, probation, security and juvenile delinquency, as well as volunteer agencies dealing with dispute mediation, spouse and child abuse, and alternatives to incarceration. Grounded firmly in the liberal arts tradition, the department is concerned with both theory and practice.

A Bachelor of Science degree is offered to Residential Campus students; the Bachelor of Administrative Science degree and the Associate of Arts degree are offered to Continuing Education Center students only. Instruction is offered by faculty in the administration of justice department, as well as in the departments of political science, psychology and sociology. Some specialized courses are taught by qualified professionals from the local community.

The Associate of Arts program consists of 16 courses (64 credits) of academic work to be completed with a cumulative C average, the equivalent of two years of full-time college study. It offers the maximum number of professionally-oriented courses in the first two years so students can improve their professional competence quickly. Four major courses are required, including Introduction to Criminal Justice (Administration of Justice 101).

Majors in administration of justice must take Introduction to Criminal Justice (AJ 101) and either Justice Organization and Management (AJ 310) or Policy Analysis and Public Administration (AJ 340). Six additional administration of justice courses for the major will be selected in consultation with the student's adviser, and will be coordinated with career objectives. At least three of the six must be at the 300 or 400 level. For Administration of Justice majors without practical experience within a public agency, exposure to the workings of actual organizations is

desirable and a 4-credit internship may be substituted for one of the 300/400 level courses required above. The related field requirement is satisfied by four courses for a B.S. degree and six courses for a B.A.S. degree, taken in approved disciplines or concentrations.

Elementary Statistics (Mathematics 112) is required and a course in computer science is strongly recommended. Candidates must satisfy, without substitution, the College requirements for graduation listed elsewhere in this catalog. Transfer students with A.A./A.S. degrees in justice-related fields are exempt from the AJ 101 requirement, but must take either Criminal Justice Theory and Practice (AJ 301) or Law and Society (AJ 313) in its place.

The administration of justice department also participates in the Certificate of Study program of the Center for Continuing Education. An Administration of Justice Certificate may be earned by successful completion of 20 hours (five courses) at the 300 and 400 levels, including either Justice Organization and Management (AJ 310) or Policy Analysis and Public Administration (AJ 340).

101 Introduction to Criminal Justice. 4. (Grice) Survey of the criminal justice system — its philosophy, history, development, role and the constitutional aspects of the administration of justice. Review of the agencies and processes of criminal justice. Counts toward the social science requirement.

201 Substantive Criminal Law. 4. (Department) Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false premises, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and negative acts and legal causation.

202 Law Enforcement: The Police in Society. 4. (Department) Survey of the police as a social institution: structure and process of police systems. Organizational and behavioral approaches to policing, with particular emphasis on the problems of maintaining public order under rapidly changing social circumstances.

203 Punishment and Corrections. 4. (Department) Survey of the structure of correctional institutions, parole, probation and community-based correctional programs. Methods used and problems

faced in the supervision and rehabilitation of adjudicated offenders.

204 Courts: Prosecution and Trial. 4.

(Department) The adjudication process and trial courts as social institutions: law and the legal mentality, structure and processes of federal, state and local court systems. Traditional and behavioral approaches to the courts. Current problems: heavy case loads, plea bargaining, changing social norms, sentencing practices.

205 Juvenile Delinquency: Youth in Trouble (Sociology 205). 4. (Department)

Survey of the problems of delinquency in contemporary society; juvenile courts and institutions; prevention and treatment programs; theories of delinquency causation and treatment.

220 Evil and Responsibility. 4. (Parks)

Conceptual foundations of crime and justice: an in-depth examination of the two concepts fundamental to the study of crime and justice. Various approaches to understanding both individual and social evil and responsibility.

221 Criminal Justice and Community

Relations. 4. (Kania) Factors contributing to either cooperation or disharmony in community relations, social problems and cultural conflict. Historical developments, contemporary issues and possible programs are examined.

222 Sociology of Urban Life (Sociology 222). 4. See page 108.

290 Internship in Justice Administration. 4-8.

(Department) Supervised internship with a criminal justice or volunteer service agency. May be repeated once in a different agency. Recommended for students with no work experience in the criminal justice system or in other public agencies.

301 Criminal Justice Theory and Practice. 4.

(Kania) Applications of various fields of theory to criminal justice policy questions: managerial, psychological, sociological and political-ideological theories are reviewed. AJ 101 or its equivalent is a prerequisite.

302 Legal Thought in Historical Perspective (Political Science 302). 4. See page 102.

310 Justice Organization and Management. 4.

(Kania) Study of managerial principles and the structures of public organizations, the organizational environment and processes of leadership, decision-making, planning, communication and organizational change as applied in public agencies.

313 Law and Society. 4. (Grice) Introduction to sociological jurisprudence. The legal system, legal institutions as instruments of stability and social change. Law and social processes, legal decision-making, and cross-cultural comparisons of legal systems and legal values. Counts toward the social science requirement.

318 Demography (Sociology 318). 4. See page 108.

320 Ethics in Criminal Justice. 4. (Department) Ethical standards and considerations for justice agency officials. Examination of causes and consequences of corruption and other unethical behavior of public officials within the criminal justice system and in related agencies of government.

333 Criminological Theory (Sociology 333). 4.

(Parks) Survey of criminological theory; the nature and causes of criminal offenses and the socio-economic characteristics of both offenders and at-risk populations.

339 Methods of Research. 4. (Department)

An introduction to the analytical tools and techniques used to conduct research in both justice administration and related social sciences. Theory construction, concepts of evidence and proofs, statistical tests and causality versus correlation; doing both original and secondary research, including legal research, conducting surveys, field investigations, interviewing and participant observation. Mathematics 112 (Elementary Statistics) should be taken before enrolling. Should be taken in advance of AJ 460, 470, and 490 and by those students considering graduate study.

340 Policy Analysis and Public Administration. 4.

(Grice) Organizational decision-making in the public sector; problem identification, resource assessment, choice, implementation and evaluation. Advanced techniques of decision-making with particular reference to quantitative approaches, including the use of computers.

400 Advanced Problems in Criminal Justice. 4.

(Department) Selected topics in the fields of criminal justice and public administration examined in depth. Problems will vary with each offering. Topics under consideration may include: Police Administration, Court Administration, Jails and Prisons, Security and Crime Prevention, The Death Penalty in the U.S.A., Coercion and Force in Justice.

435 Constitutional Law in the Political Process I (Political Science 435). 4. See page 102.

436 Constitutional Law in the Political Process II (Political Science 436). 4. See page 102.

450 Special Topics in Justice. 4. (Department)

See pages 31, 32. May also be offered at 250 level.

460 Research Problems/Independent Study. 1-4. (Department)

Opportunities for upper-level students to conduct individualized research into topics and fields of interest in which courses are not offered.

470 Senior Thesis. 4-8 (Department) Major research project designed and conducted under the supervision of a faculty member. AJ 339 is a prerequisite.

490 Departmental Honors. 4-8. (Departmental Honors Committee) See page 33.

ART

Roy H. Nydorf, Assistant Professor, Chair
Adele Wayman, Assistant Professor
James C. McMillan, Professor

The art department seeks to develop a studio program of high quality for its majors as well as develop an awareness and appreciation of art in all students.

Art majors may concentrate in one of three areas: painting, printmaking or three-dimensional forms. A concentration in ceramics or photography (for an A.B. degree only) may be arranged with the department chairperson, subject to the approval of the Academic Dean.

Two degrees in studio art are offered. The Bachelor of Arts is for students who a major in art in addition to a broad liberal arts background. The Bachelor of Fine Arts is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art. It is supplemented by the Greensboro Consortium programs. Consortium programs.

Twelve courses are required for the studio art major seeking an A.B. degree. Four foundation courses are required: Introduction to Visual Arts, Design I, Design II or Introduction to Three-Dimensional Forms, and Drawing I. In addition, students take two courses and Senior Thesis I, Art 480, in their chosen concentration; two art history courses; two studio courses in areas other than their concentration; and one elective art course. A senior thesis exhibition also is required.

Twenty-one courses are required for the B.F.A. degree, which emphasizes a more intense study of studio art. Five foundation courses are required: Introduction to Visual Arts, Design I and II, and Drawing I and II. Seven courses must be completed in the student's chosen concentration; two of them must be Senior Thesis I and II, Art 480 and 481. Three art history courses also are required. In addition, students take six

studio art courses in areas other than their concentration. A senior exhibition is required. This advanced degree cannot be completed in less than four and a half years.

100 Introduction to Visual Arts. 4. Overview of the principal visual arts, including their aesthetic qualities, structural forms, historical roles. Fulfills creative arts requirement.

101 Artists, Materials and Ideas. 4. Interaction between the creative process, the materials and the art product. Selected artists studied. Fulfills creative arts requirement.

102 Design I. 4. Fundamentals of design in two-dimensional media in black and white. Fulfills creative arts requirement.

103 Design II. 4. Continuation of Design I. Emphasis on color. Prerequisite: Art 102.

104 Drawing I. 4. Basic principles of drawing in various media stressing the relationship of observation, materials and methods to form. Fulfills creative arts requirement.

105 Drawing II. 4. Continuation of Drawing I. Exploration of creative concepts of expression. Prerequisite: Art 104.

200 Painting I. 4. Fundamentals of painting; relationship of materials, techniques and ideas to visual expression. Oil and/or acrylic media explored. Prerequisite: Art 102 or 104.

201 Painting II. 4. Continuation of Painting I, emphasizing integration of basic pictorial concepts and including the figure in total context. Prerequisite: Art 200.

204 Life Drawing I. 4. Figure drawing; stress on integration of formal, expressive, structural aspects of anatomy. Prerequisite: Art 104.

205 Life Drawing II. 4. Continuation of Life Drawing I, emphasizing composition and expression. Prerequisite: Art 204.

213 Arts and Crafts for Elementary Teachers. 4. Classroom practice in presentation of art processes and use of materials for elementary students, including a module on arts and crafts for exceptional children. *

221 Printmaking I. 4. Printmaking processes of relief printing, including linoleum, woodblock, monotype. Prerequisite: Art 104 or permission of instructor.

222 Printmaking II. 4. Color monotype, collagraph, serigraph, embossing. Prerequisite: Art 221.

223 Printmaking III. 4. Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint and drypoint. Prerequisite: Art 221.

224 Printmaking IV. 4. Advanced color intaglio printmaking with emphasis on the creation of a complex color image. Multi-plate printing, relief stencil, viscosity color techniques introduced and explored. Prerequisite: Art 223.

225 Printmaking V. 4. Lithographic stone printmaking processes, including pencil and tuche techniques.

226 Printmaking VI. 4. Advanced printmaking; exploration of techniques in selected printmaking media with emphasis on personal expression. Prerequisite: Art 221, 222, 223, or 224.

248 Introduction to Three-Dimensional Forms. 4. Materials, techniques and concepts of three-dimensional design. Fulfills creative arts requirement.

251 Sculpture I. 4. Introduction of tools and techniques of subtractive sculpture in plaster, wood and stone. Modeling in clay will complement form study. Prerequisite: Art 248 or permission of instructor.

252 Sculpture II. 4. Construction processes in sculpture including wood, found material, metal. Prerequisite: Art 248 or permission of instructor.

253 Sculpture III. 4. Exploration of media in relation to form and personal expression. Prerequisite: Art 252.

270 Art History Survey I. 4. Major stylistic periods of art including pre-historic, ancient and medieval art. Fulfills creative arts requirement.

271 Art History Survey II. 4. European Art from the Renaissance through Impressionism. Fulfills creative arts requirement.

290 Internship. 4. Majors with advanced standing may petition the department to receive academic credit for internship experiences. Adviser conferences, mid-semester progress reviews and final art staff critiques are required.

300 Painting III. 4. Exploration of media in relation to form and personal expression. Individual critiques. Prerequisite: Art 201.

301 Painting IV. 4. Formal and philosophical problems of painting; emphasis on individual direction. Individual and group critiques. Prerequisite: Art 300.

304 Murals. 4. Exploration of large scale two-dimensional surfaces designed for public areas. Prerequisite: Art 201.

320 Oriental Art History. 4. Topics in Oriental art may vary from year to year. Major Forms and Traditions of Japanese Art is currently being taught. Fulfills intercultural requirement.

330 Photography I. 4. Materials, equipment and basic techniques in black and white still photography. Design in pictorial format stressed.

331 Photography II. 4. Special techniques in photographic expression; technical and aesthetic possibilities of color, including hand-tinting, toning and non-silver processes. Prerequisite: Art 330.

336 Philosophy of Art (Philosophy 336). 4. See page 98.

340 Ceramics I. 4. Introduction to ceramic processes; handbuilding, throwing, sculptural forms, glazing and firing.

341 Ceramics II. 4. Advanced ceramic techniques; throwing on the wheel, glaze preparation and formulation, kiln operation. Prerequisite: Art 340 or permission of instructor.

362 Crafts Design. 4. Creative design in selected craft media. *

372 Renaissance Art History. 4. Major artists and stylistic trends of 15th and 16th-century Italian and Northern Renaissance art. Fulfills creative arts requirement.

373 Modern Art History. 4. Major artists and art movements from 1860 to the present. Fulfills creative arts requirement.

441 American Art History. 4. European, colonial, Afro-American, technological and various contemporary influences on the visual arts in the United States. Fulfills creative arts requirement.

450 Special Topics. 4. See pages 31, 32. May be offered also at 250 level.

454 Foundry. 4. Investing, pouring, finishing metal castings.*

477 New York Art Seminar. 1. One-week seminar on the visual arts stressing dialogue with art and artists in New York City studios, museums and galleries. Course planned to acquaint students with the making and promotion of the visual arts.

480-481 Senior Thesis I, II. 4, 4. Students choose the focus of this course. A written statement of aims must be submitted to the department for approval within the first two weeks of the semester. Students are expected to work independently and complete projects which demonstrate technical proficiency and originality of concept. Adviser conferences, mid-semester progress reviews and final art staff critiques required. Prerequisites: Advanced standing and consent of department chair.

Selected studio art and art history courses are offered during evening as well as daytime hours.

*Available through the Consortium programs.

BIOLOGY

William E. Fulcher, Professor, Chair
Jacqueline Ludel, Associate Professor of
Biology and Psychology

Frank P. Keegan, Lynn J. Moseley and
Charles G. Smith, Assistant Professors

The biology department seeks to provide students with a good foundation in the biological sciences. The curriculum is designed so that all students take certain basic courses and then pursue more advanced courses according to their own interests. This flexibility enables students to prepare for graduate school; for medical, dental and other professional schools; for careers in many different areas of biology; or for the teaching of biology at the secondary level.

A major in biology consists of eight 4-credit courses, including General Botany, General Zoology and Cell Biology. Five additional biology courses are chosen by the students in consultation with their advisers. Biology majors are required to take one year of mathematics (Calculus I and II, or Calculus I and Statistics are recommended), one year of chemistry and one year of physics as related fields.

A combined degree program in medical technology and a cooperative program for physician's assistants are available. See page 29. Through an arrangement with Duke University School of Forestry and Environmental Studies, a degree completion program and a master's degree program in forestry are available. See pages 28, 29. Students who have completed an approved anesthesia program for nurses may continue their college work at Guilford, applying many credits previously earned toward a B.S. degree in biology. See page 30.

Many biology courses involve field work and off-campus field trips. Expanded study and research opportunities are available at the North Carolina coast, in the mountains and in adjacent states.

A student can choose to do research with faculty members and can use this

research to write a thesis during the senior year. In addition, there are numerous opportunities for student participation in independent studies and internships.

114 General Zoology. 4. (Ludel/Moseley) Introductory study of the biology of selected vertebrates and invertebrates including basic concepts of evolution, genetics, cell structure, ecology and ethology. Laboratory includes work with living and preserved animals and emphasizes anatomy, physiology and taxonomy of representative phyla. Fulfills laboratory science requirement.

115 General Botany. 4. (Fulcher) Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology and evolution. Laboratory study includes experiments and observation of typical species of plants and morphology, anatomy and taxonomy. Fulfills laboratory science requirement.

209 Human Biology. 4. (Smith) An introductory study of the human body, including the basic structure and function of the major organ systems (nervous, endocrine, circulatory, reproductive, etc.) and the effects of diet, exercise, stress and environmental change on human health. Fulfills non-lab science requirement, not applicable to the major.

210 Plants and Society. 4. (Fulcher) Study of the history, geographic distribution, structure and phylogenetic relationships of plants which are of value to man. This will include plants used for food, flavoring, beverages, drugs, fibers, wood and other plant products. The practical aspects of the use of plants and plant materials also will be included. Fulfills non-lab science requirement, not applicable to the major.

211 Genetics and Society. 4. (Moseley) Study of genetics and evolutionary thought with special emphasis on their implications for human society. Evolution, the cell as a unit of life, the principles of heredity, population genetics, evolution and the inheritance of genetic diseases. Fulfills non-lab science requirement, not applicable to the major.

212 Ecosystems. 4. (Smith) Study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relation of man to the ecosphere. Fulfills non-lab science requirement, not applicable to the major.

213 Cell Biology. 4. (Keegan) A study of the structure and function of eukaryotic cells including: microscopic structure, biochemical components, the organization of macromolecules into cellular organelles and the coordinated function of organelles in the living cell. Includes a detailed study of chromosome structure and function, and DNA, RNA and protein synthesis. Laboratory techniques

such as microscopy, cytochemistry, spectrophotometry, centrifugation and biochemical analysis are utilized. Prerequisites: Biology 114, Chemistry 112.

221 Comparative Vertebrate Anatomy. 4. (Smith) Brief survey of the main classes of vertebrates; detailed comparative study of the major vertebrate organ systems. Alternate years beginning 1984-85. Prerequisite: Biology 114.

222 Comparative Vertebrate Embryology. 4. (Smith) Detailed treatment of processes of germ cell development, fertilization and cleavage; comparative study of the development of the frog, chick, pig and man. Alternate years beginning 1984-85.

245 Introduction to Forensic Science. 4. (Keegan) In-depth study of the application of the biological, chemical and physical sciences to the examination of forensic evidence. Provides the student with a firm understanding of the various tests used in criminal investigations, and the applicability and utility of these tests. Explores the underlying physiological and biochemical basis for forensic methods. Laboratory experiences include human tissue analysis, spectrophotometric methods and drug identification. Fulfills the laboratory science requirement, not applicable to the major. Offered when demand and scheduling permit.

324 Field Botany. 4. (Fulcher) Taxonomic study of vascular plants involving classification, collection and identification in the field and laboratory. Prerequisite: Biology 115 or permission of the instructor. Offered each spring.

325 Nonvascular Plants. 4. (Fulcher) Advanced study of non-vascular plants with emphasis on morphology, anatomy and phylogeny of algae, fungi and bryophytes. Prerequisite: Biology 115. Alternate years beginning 1985-86.

326 Vascular Plants. 4. (Fulcher) Advanced study of vascular plants with emphasis on their morphology, anatomy and phylogeny. Prerequisite: Biology 115. Alternate years beginning 1985-86.

331 Entomology. 4. (Fulcher) An introductory course in entomology which includes: insect identification and taxonomy, morphology, physiology and ecology of insects. A survey of insect control and the relationships of insects to man is also included. Laboratory work will involve work in the field as well as in the laboratory. Prerequisite: Biology 114. Offered when demand and scheduling permit.

332 Invertebrate Zoology. 4. (Ludel) Advanced study of invertebrate phyla with emphasis on taxonomy, physiology and ecology of the several groups. Prerequisite: Biology 114. Offered when demand and scheduling permit.

334 Animal Behavior. 4. (Moseley) The zoological approach to the study of animal behavior.

Topics covered in class include the history of ethology, the interaction between heredity and environment in determining behavior, types of social organization and communication in animals, and the evolution of behavior in selected species. The laboratory section of the course will provide opportunities for students to observe and record the behavior of a variety of animals in the field and in the lab. Quantitative techniques for analyzing ethological data will be introduced in the laboratory. Prerequisite: Biology 114. Alternate years beginning 1985-86.

335 Vertebrate Field Zoology. 4. (Moseley) Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology and behavior of representative species. Laboratory work includes field studies of the major groups of North Carolina vertebrates. Prerequisite: Biology 114. Alternate years, beginning 1984-85.

336 Ornithology. 4. (Moseley) In-depth study of evolution, anatomy, physiology, ecology and behavior of birds as unique vertebrates adapted for flight. Laboratory involves extensive field work in identification of birds in various habitats. Prerequisite: Biology 114. Alternate years beginning 1984-85.

340 Psychobiology (Psychology 340). 4. (Ludel) See page 104.

341 Human Anatomy and Physiology I. 4. (Smith) Detailed study of the structure and function of human nervous, sensory, endocrine, integumentary, skeletal, muscular and respiratory systems. Prerequisite: Biology 114. Offered as demand and scheduling permit.

342 Human Anatomy and Physiology II. 4. (Smith) Detailed study of the structure and function of human cardiovascular, lymphatic, immune, digestive, excretory and reproductive systems. Prerequisite: Biology 342. Offered as demand and scheduling permit.

343 Sensory Systems (Psychology 343). 4. (Ludel) See page 104.

431 Animal Physiology. 4. (Smith) The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis; selected topics in comparative vertebrate physiology. Prerequisites: Biology 114, 213. Alternate years beginning 1985-86.

433 Microbiology. 4. (Keegan) Structure, classification, nutrition and biochemistry of microorganisms, especially bacteria and viruses. Processes of viral infection, bacterial sporulation and genetic exchange are examined. Emphasis is placed on microorganisms causing human disease, and a substantial part of the course deals with host defense

mechanisms and the function of the human immune system. Methods of isolation, characterization and identification of microorganisms, and techniques of sterilization and disinfection are explored in the laboratory. Prerequisites: Biology 213, Chemistry 112. Offered each spring.

434 Biochemistry (Chemistry 434). 4. (Keegan) Chemical structures and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipids and nucleic acids; emphasis on lipid metabolism and biochemical pathways of nucleic acid synthesis; includes a study of the molecular basis of cancer. Techniques used in the isolation and identification of protein, lipids and nucleic acids are explored in the laboratory. Prerequisites: Biology 213, Chemistry 323. Offered fall semester.

438 General Ecology. 4. (Smith) Basic ecological principles governing the structure and function of populations, communities and ecosystems. Prerequisites: Biology 114 and 115. Alternate years beginning 1984-85.

443 Genetics. 4. (Keegan) A study of the components of the hereditary system and their function—chromosome structure, mitosis, meiosis, crossing-over, chromosome mapping, gene fine structure, control of gene expression and gene mutation. Mendelian and extranuclear inheritance, population genetics and human genetic traits and diseases are explored. Animal, plant, bacterial and human material are utilized in the laboratory. Prerequisite: Biology 213. Offered spring semester.

450 Special Topics. 4. See pages 31, 32. Possible courses include: Cetology (Ludel), Ichthyology (Smith), Introduction to Pharmacology (Keegan), Dendrology (Fulcher), Social Behavior and Communication (Moseley). May also be offered at the 250 level.

460 Independent Study. 1-4. See pages 32, 33. May also be offered at the 260 level.

470 Senior Thesis. 1-4. Individual experience in biological research and writing of a professional paper.

490 Departmental Honors. See page 33.

CHEMISTRY

David F. MacInnes Jr., Associate Professor,
Chair

O. Theodor Benfey, Dana Professor of
Chemistry and History of Science

The chemistry department seeks to serve students having many interests. Its courses endeavor to give insights into the chemist's activity and role in society; to

equip majors with the tools needed for graduate work, teaching or industry; and to provide those going into allied science and health fields with the requisite skills and understanding. Use of instruments and familiarity with computers are encouraged at all levels.

The major in chemistry includes Chemical Principles I and II, Chemical Analysis, Metals and Metal Complexes, Organic Chemistry I and II, Thermodynamics, Senior Seminar, and one advanced course (Nuclear Chemistry, Chemical Bonding, Biochemistry or certain other courses offered occasionally at Guilford or at other colleges). Majors are encouraged to carry out an independent study project or to participate in an industrial or governmental internship at some time during their last two years. Two mathematics courses, including Calculus I, and two physics courses constitute the related field. Additional courses should be taken in these fields as well as in chemistry if the student's plans include graduate study. Languages most useful for chemistry are German, Russian, French, Japanese and Chinese. Courses in chemistry beyond Chemistry 112 are offered in the evening on a rotating basis to enable continuing education students to complete a chemistry major.

The department offers courses in industrial chemistry and the history of science and technology to satisfy the growing interest of both science majors and non-scientists.

To recognize superior work in chemistry, the department offers an annual prize to the ablest freshman taking chemistry and the Ljung scholarship to a chemistry major. In addition, it selects its best senior to be given the Outstanding Student Award of the North Carolina Institute of Chemists. The Harvey Ljung Chemistry Lecture is delivered each year by a nationally recognized chemist.

111 Chemical Principles I. 4. (Department) Basic principles of chemistry, periodicity, bonding and

energy relations. Fulfills laboratory science requirement.

112 Chemical Principles II. 4. (Department) Molecular and ionic equilibria, kinetics and mechanisms, introduction to organic and biochemical systems. Prerequisite: Chemistry 111. Fulfills laboratory science requirement.

221 Chemical Analysis. 4. (MacInnes) Quantitative analytical separations and analysis, volumetric and instrumental techniques as applied to environmental studies. Prerequisite: Chemistry 112.

222 Metals and Metal Complexes. 4. (MacInnes) The metallic state, metal complexes, stereochemistry, elementary crystallography and spectroscopy. The laboratory centers on metal complexes, their synthesis, structure, properties and analysis. Prerequisite: Chemistry 221.

320 Nuclear Chemistry. 4. (MacInnes) Theory, techniques and instrumentation of radiochemistry, radiation chemistry and stable isotope effects. Prerequisite: Chemistry 112.

323-324 Organic Chemistry I, II. 4, 4. (Benfey) Chemistry of carbon compounds, preparation, sources, uses and laboratory techniques, including polarimetry, IR, NMR and gas chromatography. Prerequisite: Chemistry 112.

335 History of Science. 4. (Benfey) The development of certain major scientific concepts such as atomism, evolution and cosmology, from ancient times to the present. Emphasis on interrelationship between scientific ideas and technical knowledge, philosophical presuppositions and religious beliefs current in the same period. Contrasts between Eastern and Western approaches to science. Prerequisites: sophomore standing, one term history, one term science. Fulfills non-laboratory science requirement or IDS 401. Not applicable to chemistry major.

400 Senior Se-minar. 2. (Department) Library work, discussion of recent advances in chemistry. Recent topics include space chemistry, pollution, conductive polymers. Required of majors.

431 Thermodynamics. 4. (MacInnes) Classical and statistical thermodynamics, ideal and real gases, liquids and solutions, phases, theories of solutions and equilibrium. Prerequisites: Chemistry 221, two semesters of physics, and at least one semester of calculus.

432 Chemical Bonding. 4. (MacInnes) Bonding, quantum mechanics, spectroscopy. Prerequisite: Chemistry 431.

434 Biochemistry (Biology 434). 4. (Keegan) See page 73.

450 Special Topics. 4. See pages 31, 32. Recent courses include *The Ocean — Our Future*, and *The Computer*. May be offered also at 250 level. Industrial chemistry to be offered 1984-85.

460 Independent Study. 1-4. Recent topics include X-Ray Crystallography, Photoredox Chemistry, Alchemy Processes. May be offered also at 260 level.

490 Departmental Honors. See page 33.

CLASSICS

Ann F. Deagon, Professor, Director of Classics

Classics courses involve students in a multilevel study of the languages, literature, history and culture of the classical world, leading to a fuller awareness of our humanistic heritage. The interdisciplinary nature of classical studies should contribute to the student's perception of the interrelatedness of various fields of contemporary knowledge and activity.

The concentration in Classics (See page 19) may include courses from other departments which focus on the ancient world. Students wishing to major in classics are encouraged to participate in an overseas program in Greece or Italy and to take advantage of consortium classics offerings.

230 Classical Civilization. 4. (A. Deagon) Examination of types of evidence and varieties of scholarship and imagination used in the attempt to reconstruct the world of Greece and Rome. Attention given to mythology, art, literature and scientific thought as well as archaeology and history. Fulfills history requirement. Alternate years beginning 1984-1985.

250 Special Topics. 4. Recent courses in the Summer Schools Abroad program include *The Greek Theater*, *Life and Work in Athens*.

301 Classical Literature in Translation. 4. (A. Deagon) Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world. Counts toward humanities requirement. Alternate years beginning 1985-86.

302 Classical Mythology. 4. (A. Deagon) Greek mythology from its primitive origins; its role in the literature, life and thought of the ancient world; discussion of mythological theories in relation to various disciplines. Counts toward humanities requirement. Alternate years beginning 1985-86.

460 Independent Study. 1-4. Recent topics include Euripides, Homer, Virgil. May be offered also at 260 level.

Classical Languages: Course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 102.

Greek

101 Introductory Greek I. 4. (A. Deagon) Introduction to Attic Greek based on fifth century authors; sight-reading in the New Testament.

102 Introductory Greek II. 4. (A. Deagon) Further study of classical prose and poetry or readings in the New Testament, according to individual interests. Fulfills foreign language requirement.

Latin

101 Introductory Latin I. 4. (A. Deagon) Introduction to Ciceronian Latin based on the original texts; sight-reading in medieval Latin.

102 Introductory Latin II. 4. (A. Deagon) Further study of classical prose and poetry; readings in medieval Latin. Fulfills foreign language requirement.

DRAMA AND SPEECH

*Donald D. Deagon, Associate Professor,
Chair
Joan Zubl, Instructor*

The major in drama and speech is designed to give students a sound background in the development of drama as an art form; to deepen their appreciation of its excellence as literature; to give them the technical knowledge necessary to select, stage and direct plays; and to provide opportunities for personal development through individual and group performance.

A major requires a minimum of eight courses (32 credits), including Development of the Drama, Modern Drama, and one other course in dramatic literature; Fundamentals of Acting or Principles of Directing; Play Production or Theater Craft; and the Theater Practice I, II, III and IV sequence. Other major courses are elective within the department through counseling, according to the student's interest. Special projects and thesis productions are encouraged.

Although involvement in departmental productions is not limited to drama

students, participation is required of majors to provide practical experience in performance, design construction and management. Stage facilities are available in Sternberger Auditorium as well as Dana Auditorium.

With departmental approval, credit toward the major may be earned in summer theater projects.

205 Fundamentals of Acting. 4. (D. Deagon/Zubl) Basic acting techniques; diction, projection and body movement; character analysis and characterization; studio and public performance. Fulfills creative arts requirement.

207 Play Production. 4. (Department) Practical survey of all aspects of theatrical production; consideration of problems in scenery, lighting, costuming, makeup, publicity, box office and house management; practical experience through work on College productions. Minimum of 24 hours of laboratory work required.

208 Theater Craft. 4. (Department) Theoretical and practical aspects of set design and technical theater; stage carpentry, scene painting, electricity and lighting. Term project and a minimum of 24 hours of laboratory work required. Prerequisite: Drama 207 or consent of instructor.

210 Introduction to the Theater. 4. (Zubl) Survey of theatrical arts. An historical approach through the present and a study of modern practitioners. Designed to enhance appreciation of theater as an art form. Fulfills creative arts requirement.

221 Theater Practice I. Stage Management. 1. (Department) Practical and theoretical work in stage management. Students stage manage major and minor productions. Final report.

222 Theater Practice II. Theater Management. 1. (Department) Practical work and study in theater management. Manage box office for major and minor productions. Final report.

223 Theater Practice III. Property Management. 1. (Department) Study and practice in design, collection and construction of stage properties. Manage properties for semester production. Final report or design project.

224 Theater Practice IV. Theater Publicity. 1. (Department) Practical work and study in theater publicity. Design and execute publicity for semester production. Final report.

280 Shakespeare (English 280). 4. See page 82.

300 Asian Drama. 4. (D. Deagon) Comparative study of stage conventions, theater history and dramatic literature of Japan, China, India and other

Asian areas; theater as an expression of historical and cultural influences, comparison with Western conventions. Fulfills intercultural requirement.

306 Principles of Directing. 4. (D. Deagon/Zubl) Role of the director as creative interpreter in staging, blocking, timing, character building and dramatic focus; practical investigation of historical and contemporary styles; student direction of scenes and short plays for studio and public performance.

307 Development of Drama. 4. (D. Deagon) Classical drama of Greece, Spain, France, Germany and Russia; social and intellectual background; history of the Western theater; structural and thematic analysis. Counts toward humanities requirement. Alternate years, beginning 1985-86.

308 Modern Drama. 4. (D. Deagon) Modern European and American drama from Ibsen to the present; history of the modern theater; social, psychological and philosophical influences on contemporary theater. Counts toward humanities requirement. Alternate years, beginning 1985-86.

410 Advanced Acting. 4. (D. Deagon) Advanced work in role analysis, characterization, diction and body movement in the framework of historical periods and theatrical styles. Studio and public performance. Prerequisite: Drama 205. Alternate years, beginning 1985-86.

450 Special Topics. 4. See pages 31, 32. Recent offerings include Improvisation, Mime, Makeup. May be offered also at 250 level.

460 Independent Study. 1-4. Independent research or directed study for exceptional students during their junior and senior years in areas such as publicity, stage lighting, stage design. Only one independent study course is acceptable as a part of the major requirements. May be offered also at 260 level.

470 Senior Thesis. 4.

490 Departmental Honors. See page 33.

Speech

100 Public Speaking. 4. (D. Deagon) Intensive practice in techniques of effective public address; researching and composition of speeches; individual speech problems. Minimum of eight speeches required. Not applicable to drama major.

200 Oral Interpretation. 4. (D. Deagon/Zubl) Study and practice of techniques of reading poetry and prose aloud; literary analysis and characterization; preparation of solo program; studio and public performance.

ECONOMICS

Robert G. Williams, Assistant Professor,
Chair

Carol A. Clark and R. Scott Gassler,
Assistant Professors

Every individual must make many economic decisions, and economic problems and policies have an extensive and continuous impact on our lives.

The economics program at Guilford College is designed to contribute to a liberal arts education in three ways. First, it combines scientific analysis with a historical and global perspective, and thus works toward providing a deeper understanding of the complex forces at work in society. Second, it provides rigorous training in analytical thinking and in problem-solving and thus provides excellent preparation for postgraduate work in law, business or government. Third, it attempts to help clarify issues of human values and perspectives and thus addresses concerns that lie at the heart of every issue of public policy.

Eight courses (32 credits) are required for a major in economics. They must include the two courses in Principles of Economics, Microeconomic Analysis, Macroeconomic Analysis, one course in statistics (Mathematics 112, 210 or 310), and three additional economics courses. Students are encouraged to plan their major and related field together in consultation with their adviser. The major can be completed entirely through evening courses.

A minor in economics consists of the two Principles courses plus two others in the department.

221 Principles of Economics: Macroeconomics. 4. (Department) The study of economics; supply and demand; national income and fiscal policy; the banking system and monetary policy; economic fluctuations and growth. Applications to problems of unemployment, inflation, interest rates, the Federal Reserve Board, productivity growth and other problems. May be taken independently of 222. Counts toward social science requirement.

222 Principles of Economics: Microeconomics.

4. (Department) The study of economics; supply and demand; consumer behavior; firms, production and cost; perfect competition, monopoly and other market types; income distribution; the role of government in the economy. Applications throughout to agriculture, energy, environment, poverty, discrimination, natural resources, taxes, regulation and other problems. May be taken independently of 221. Counts toward social science requirement.

321 Microeconomic Analysis. 4. (Clark/Gassler) Analytical foundations of economic theory, theory of consumer behavior; theory of the firm, market structure, theory of distribution; general equilibrium and welfare economics. Required of all majors. Prerequisites: Economics 221, 222, or permission of instructor.

322 Macroeconomic Analysis. 4. (Gassler/Williams) Critical examination of competing theories of national income determination, the monetary system, inflation, unemployment and economic fluctuations. Required of all majors. Prerequisites: Economics 221, 222 or permission of instructor.

335 Comparative Economic Systems. 4. (Gassler/Williams) Description and analysis of capitalist economies (Western Europe, Japan, US) and socialist economies (USSR, People's Republic of China, Yugoslavia). Emphasis on particular countries may vary from year to year, but use of comparative method is stressed. Prerequisites: Economics 221, 222 or permission of instructor. Alternate years beginning 1984-85. Counts toward democratic management concentration.

336 Economic and Social Development. 4. (Clark/Williams) Economic, political, and social problems in development in Third World countries: health, culture, population, agriculture, education, income distribution, role of women. Relations between industrialized and developing countries, with attention to the New International Economic Order. Prerequisites: Economics 221, 222 or permission of instructor. Fulfills intercultural requirement; counts toward intercultural concentration. Alternate years beginning 1984-85.

342 Economics of the Public Sector. 4. (Gassler) Political and social economics: relationships among economic, political and sociocultural institutions; comparison of market and nonmarket economic processes. Public finance: public expenditures, including benefit-cost analysis; public revenues, intergovernmental fiscal relations. Selected public policy issues: defense, social programs (welfare, Medicare, Social Security), regulation. Prerequisites: Economics 221, 222 or permission of instructor. Counts toward concentration in peace and justice. Alternate years beginning 1986-87.

344 Environmental and Resource Economics.

4. (Clark/Gassler) Economic theory in relation to the optimal management of renewable and nonrenewable resources; economic, legal and policy aspects of current environmental and natural resource problems. Attention to the interaction of biological and socioeconomic systems. Prerequisites: Economics 221, 222 or permission of instructor. Counts toward environmental studies concentration. Alternate years beginning 1985-86.

420 Advanced Economic Analysis. 4. (Gassler) Mathematical foundations of economic theory (primarily constrained maximization); use of mathematics to unify and clarify the theory of individual economic behavior, the theory of the firm, the theory of markets, general equilibrium, welfare economics and macroeconomic theory. Reading will be taken from assignments typical of graduate programs in economics. Designed for junior and senior economics majors who plan to attend graduate school in economics; other students who have the course prerequisites are welcome. Prerequisites: Economics 321 or permission of instructor. Alternate years beginning 1984-85.

432 International Economics. 4. (Williams) Systematic approach to international economic relations; theory of international trade and finance; impact of national governments and multinational institutions on the movement of the international economy; and application of international economic theory to current problems of the international economic order. Prerequisites: Economics 221, 222 or permission of instructor. Counts toward concentration in peace and justice. Alternate years beginning 1985-86.

441 Labor Economics. 4. (Clark) Alternative approaches to labor-market theory and policy: perfect competition, segmentation and dual labor-market hypotheses. Income distribution: wage and income structures, wage differences, human-capital theory. Unions and collective bargaining. Discrimination and poverty. Macroeconomics of the labor market: inflation and unemployment. Alternative workplace organization: traditional versus democratic managements. Prerequisites: Economics 221, 222 or permission of instructor. Alternate years beginning 1984-85.

450 Special Topics. 4. See pages 31, 32. Recent offerings include both standard fields of economics (Economics of Latin America, Industrial Organization and Public Policy), interdisciplinary fields (methods of Social Research, offered jointly with the sociology department), and other topics of interest to faculty (Contemporary Economic Thought, Democracy at Work). Prerequisites: to be announced.

460 Independent Study. 1-4. Independent research or directed study on a topic of interest to the student. Credit depends on the quality and

quantity of work agreed upon in advance; generally, for example, one credit would be earned for an acceptable 20-page paper. Prerequisites: permission of department.

470 Senior Thesis. Research and writing of a professional paper. For students of exceptional motivation and ability. Prerequisites: permission of department.

490 Departmental Honors. See page 33.

EDUCATION

*Patricia N. Schwab, Associate Professor,
Chair and Director of Elementary and
Special Education*

*Gwen J. Reddeck, Assistant Professor,
Director of Secondary Education*

*Barbara A. Dreyer and Kenneth L.
Schwab, Assistant Professors*

Wholehearted involvement is the cornerstone of the teacher education program at Guilford College. Education majors begin working with students as soon as they enter the program, putting into practical use the theoretical teaching skills learned in the College classroom. As the students teach, their College class experiences provide a continual atmosphere for understanding, integrating and applying their field experiences. Double majors are available and encouraged.

The primary goals of the department of education are to develop teachers who are well grounded in the liberal arts, knowledgeable in an area of specialization, dedicated to a humane methodology of education that represents the Quaker tradition, and skilled in the technological, psychological and sociological aspects of developing an environment conducive to learning.

The five areas in which students may take course work leading to a degree or to certification are:

Early Childhood Education:

Kindergarten-Grade 4. Students in this area are encouraged to concentrate their elective courses in a field of specialization such as social services, reading, children with special learning needs, day care

management, science or creative arts. Students who wish to major in psychology, sociology or other areas also may be certified in early childhood education.

Intermediate Education: Grades 4-6. A concentration in social studies is built into the program.

Middle Grades Education: Grades 6-9. One area of concentration is required and two are encouraged. Areas of concentration include social studies, language arts, math and science.

Secondary Education: Grades 9-12. Areas of concentration include English, mathematics, biology, social studies, history, physical education, physics, chemistry, French, Spanish, earth science and, through the Consortium, music, art, speech and drama.

Special Education: Learning Disabilities, the Mentally Handicapped and the Emotionally Handicapped. In cooperation with Greensboro College, under the Greensboro Regional Consortium arrangement, degree programs are offered for teacher training in three areas of special education. Although only one area is required for certification, students are encouraged to seek certification in all three. A number of the major courses must be taken at Greensboro College. Other courses, in psychology and education, are taken at Guilford College; and Guilford's general course requirements must be satisfied. Students interested in such certification should plan their programs carefully with the chairperson, who serves as adviser to special education majors, since many major courses must be taken in a specified sequence. There is little opportunity for elective courses for those students seeking a degree in special education.

Admission to the teacher education program must be requested while the student is enrolled in a beginning course in education. Acceptance is based on grade point average, recommendations and other pertinent criteria. In addition,

each student will be required to pass the Core Battery of the National Teachers Examination and a writing test prior to formal admission to the teacher education program. Enrollment in advanced courses is not permitted before admission to the program, and enrollment in the College does not guarantee acceptance into the teacher education program.

Application for student teaching must be made by March 1 of the junior year and must be supported by the department in which the student is majoring. A tuberculin skin test is required by the State Department of Public Instruction before the student actually begins teaching. Student teachers may not take additional credits, participate in a varsity sport in season, nor work part-time. Certification is contingent upon achieving a passing score on the Specialty Area of the National Teachers Examination.

Students interested in teaching must take Education in America, Developmental Psychology, Educational Psychology, a course in mathematics or logic (in elementary education particular courses are required), work in the teaching of reading, appropriate methods courses and student teaching. Additional required courses for certification in early childhood, intermediate education or middle grades education vary but include: the Philosophy of Education; the Exceptional Child, Children's Literature, appropriate methods courses in Creative Arts, Mathematics, Science, Language Arts/Social Studies, Health/Physical Education in the Elementary School. Early childhood and intermediate education majors are required to take United States History and Government. Additionally, early childhood majors are required to take Anthropology and Early Childhood Education. Potential elementary teachers must have enrolled in at least three semesters of Seminar in Teaching; potential secondary teachers must have enrolled in one semester before student teaching, or show equivalent experience.

Special course requirements for the programs are explained in brochures that may be obtained from the education department.

Special activities available for education majors include seminars in teaching, which stress direct involvement of students in a variety of teaching situations; internships; off-campus seminars; and the Student North Carolina Association of Educators (SNACE), which students interested in education are encouraged to join and which they may use as a focal point for special events.

221 Education in America. 4. (Reddeck) Introduction to Study of American Education, including philosophical, historical, sociological foundations; role of federal, state and local governments in education; financing education; research in teacher education and certification; legal rights/privileges of students and teachers.

236 Philosophy of Education (Philosophy 236). 4. See page 98.

291 Sociology of Education. 4. (Johnson) Emphasis on the interaction of family, school and community on the school child; influences of race and class.

320 Creative Arts in the Elementary School. 4. (Dreyer) Development of creative experiences for young children with emphasis on art, music and drama.

321 Language Arts and Social Studies in the Elementary School. 4. (Dreyer) Comparison of current methods and materials; exploration of content and instructional strategies through practical experiences in the classroom.

322 Mathematics and Science in the Elementary School. 4. (Dreyer) Evaluation of current objectives, content, methods and materials. Development of sequential learning experiences, problem solving techniques and instructional strategies through practical experience in the classroom.

345 Health and Physical Education for Elementary School. 4. (Clark) Study of methods and materials for effective teaching of health and movement activities. Practical school experience.

360 Seminar in Teaching. 1. (P. Schwab) Direct involvement in a variety of teaching situations; teaching strategies and individual research related to off-campus experiences discussed in seminars and individual conferences. Pass/fail grading.

366 Diagnostic and Prescriptive Teaching of Reading. 4. (P. Schwab) Principles and practices of

a balanced program in reading, with emphasis on fundamentals of reading, word recognition, comprehension, rate, study skills. Stress on diagnostic and prescriptive techniques with children.

367 Reading in Content Areas. 4. (P. Schwab) Emphasis on study skills, reading methods, materials, strategies, diagnostic and prescriptive techniques used in working with students.

391 Early Childhood Education. 4. (Dreyer) Philosophies and principles, teaching strategies, materials and methods for personalizing instruction in a child-centered environment; focus on the child from infancy through age eight. Counts toward social science requirement.

410 Materials and Methods in the Elementary School. 4. (P. Schwab) Integrated with student teaching (Education 440). Emphasis on appropriate materials and methods for K-4 level (Education 410K), 4-6 level (Education 410I), and 6-9 (Education 410M).

420 Materials and Methods in the Secondary School. 4. (Reddeck) Organization of teaching materials, techniques of instruction, classroom organization and management.

440 Observation and Direct Teaching. 12. (Reddeck/P. Schwab) Observation and directed teaching in area of certification, supervised by the public school's cooperating teacher and College personnel. Prerequisites: senior standing and completion of most major courses. Pass/fail grading.

450 Special Topics. 4. See pages 31, 32. Recent topics include Communication Skills in Deaf Education, Education for Social Responsibility, Research in Education. May be offered also at 250 level.

460 Independent Study and Research. 1-4. Recent topics include Education of the Disadvantaged, Special Projects in Reading. May be offered also at 260 level.

ENGLISH

*Ellen J. O'Brien, Assistant Professor,
Chair*

*Elizabeth B. Keiser and Richard M.
Morton, Professors*

*Rudolph S. Behar, Carter P. Delafield,
James B. Gutsell and Samuel Schuman,
Associate Professors*

*James Bengel and Lee Johnson,
Assistant Professors*

*Rebecca DeHaven and Claire Helgeson,
Lecturers*

The English department views the study of literary works as a creative activity in which students and faculty together

examine the many ways artists use language to present reality. Such a study focuses on the unique forms developed by men and women to define the human condition and on the literary artist as spokesman for and critic of society's most serious concerns.

The program has sufficient flexibility to meet the needs of students who already have a professional commitment to literature as well as the needs of those who are seeking the stimulation and challenges of a broadly conceived humanistic education. As they learn to read thoughtfully and to write clearly, to analyze and also to evaluate human dilemmas, students come to a deeper understanding of themselves, their fellows and their world.

Eight courses above English 150-151 are required for the English major; students may choose to take more than the eight-course minimum. To insure that majors study in a reasonably diversified program, each student will be asked to complete at least six courses from six of the following study areas: Medieval; Renaissance; British Restoration and 18th Century; British Romantic; Victorian; Pre-Civil War American; Post-Civil War American; Modern British and American. At least one of these six courses should be a cross-period course such as British Literature I or II, American Literature or Development of the Novel. In addition to these six courses, the two remaining courses of the eight required for the major may be chosen from any of the courses listed under English.

Courses numbered 200-299 are conducted at the sophomore level and assume completion of English 150 or a strong high school background; courses numbered 300-399 assume previous work at the sophomore level; courses numbered 400-499 are designed for seniors with experience in literature beyond the sophomore level.

The courses numbered 224-370 are taught at least once every four semesters. Another more flexible group of offerings

is provided under 250 and 450 (Special Topics), a program that responds to changing faculty and student literary interests. An Independent Study course of Senior Thesis may provide the culminating experience for the senior major.

The department normally limits students to one Independent Study project among the eight courses in the major and recommends that it not be undertaken until late in the junior or during the senior year. Majors may engage in additional independent study on an elective basis, and occasionally the one-course limitation is waived.

Each major is expected to define his/her own related field, providing a written rationale for the choices. Classics, history, religion, philosophy and psychology are the areas usually recommended for related study, but certain courses in the sciences may be just as rewarding. Another option is a minor field, such as management, which offers no direct connection to the major but works well in combination with it as a preparation for careers in business or administration. Students interested in pre-professional study often take a double major in English and another discipline. Those with a strong interest in a particular area of literature may choose courses related to that area; for instance, a study of modern literature might be enhanced by courses in modern philosophy, art, religion and physics. Creative writing courses, while offered through the English department, are considered related field courses. The offerings in creative writing are limited, but students with serious professional interests may develop more comprehensive programs through independent study and consortium programs. A concentration in communications is now available.

Students interested in teaching qualify for a secondary school certificate by taking courses in education and psychology in addition to their courses in English.

English majors who show exceptional ability are encouraged to work for departmental honors in their senior year. Besides general college requirements described on page 33, the English department expects the student to produce a significant critical paper, or series of related critical papers, on a major literary topic and to pass an oral examination related to this topic. Students work for departmental honors in Independent Study courses or a Senior Thesis, or both.

The Leora Sherrill O'Callaghan Scholarship is given annually to a rising senior who has excelled in English.

011 English as a Foreign Language. No Credit. (Department) A course designed for non-native English speakers entering the College who need preparatory work before entering English 110.

106 Developmental Reading. 2. (DeHaven) Emphasis on vocabulary development, study skills, effective comprehension and interpretation; methodology of skimming and analytical reading. Pass/fail grading.

110 Basic Composition. 4. (Helgeson/Staff) Practice in writing paragraphs and short papers through analysis of sentence structure and paragraph construction; readings coordinated with writing assignments. Specific writing problems handled in individual conferences and class discussions.

150 Composition and Literature. I. 4. (Department/Staff) Discussion of and practice in composition with analysis of related readings. Texts and specific approach to writing indicated in instructors' course descriptions available at registration. Normally required fall semester of freshmen year. Counts toward English requirement.

151 Composition and Literature II. 4. (Department/Staff) Discussion of the practice in composition at a more advanced level based on readings in major literary works. Special sections for Honors and for transfer students. Normally required spring semester of freshman year. Counts toward English requirement.

211 Poetry Workshop. 4. (A. Deagon) In-class critiques of students poems, reviews of contemporary poetry magazines and collections, craft discussions with visiting writers, evolution of literary principles, manuscript preparation. Fulfills creative arts requirement.

212 Fiction Workshop. 4. (A. Deagon) In-class critiques of student writing, reviews of contemporary literary magazines and short story collections, craft discussions with visiting writers,

evolution of critical principles, manuscript preparation. Fulfills creative arts requirement.

224 American Literature Survey. 4.

(Morton/O'Brien) The American mind in literature from the Puritans to the present. Counts toward cross-period requirement and as Pre-Civil War American, Post-Civil War American or as Modern for the major. Counts toward humanities requirement. Alternate years, beginning 1985-86.

240 Development of the Novel. 4.

(Delafield/Johnson) The novel from its origins in the 18th century to the present. Counts toward cross-period requirement and as British Restoration-18th Century, or Victorian for the major. Alternate years, beginning 1984-85.

245 Southern Literature. 4. (Morton) Readings

in themes of Southern American literature, emphasizing the Southern literary renaissance, but turning attention also upon some of the historical and social backgrounds of that flowering. Counts as Post-Civil War American or as Modern for the major. Alternate years, beginning 1985-86.

255 The Russian Novel. 4. (Behar) Reading in the great novels of the thaw, Gogol, Turgenev, Dostoevsky, Tolstoy and others. Counts toward humanities requirement. Alternate years, beginning 1984-85.

263 British Literature I. 4. (Bengel, Schuman)

Intensive study of representative works and survey of issues from Anglo-Saxon period through the 18th century. Counts toward cross-period requirement for majors and as Medieval, Renaissance or British Restoration-18th Century. Counts toward humanities requirement.

264 British Literature II. 4. (Bengel/Schuman)

Intensive study of major literary figures and changing forms from the romantic period to the present. Counts toward cross-period requirement and as British Romantic, Victorian or Modern for the major. Counts toward humanities requirement.

280 Shakespeare (Drama 280). 4.

(Gutsell/O'Brien) Concentrates on drama, but may include non-dramatic works and plays by contemporaries. Approach and works covered vary from year to year. Counts toward humanities requirement. Counts as Renaissance for the major.

300 Modern Poetry. 4. (E. Keiser/Morton) British

and American poetry since 1900; forms, techniques, themes; intensive study of major figures such as Yeats, Eliot, Frost and Stevens. Counts as Modern for the major. Alternate years, beginning 1984-85.

301 Modern Fiction. 4. (Delafield) Significant

20th-century works, mainly British and American; such writers as Lawrence, Forster, Joyce, Faulkner or more contemporary figures such as Durrell, Grass, Bellow, Barth, according to interests of students and instructor. Counts as Modern for the major. Alternate years, beginning 1985-86.

305 American Romanticism. 4.

(Morton/O'Brien) Literary study focusing on such

major figures as Emerson, Thoreau, Poe, Hawthorne, Melville and Whitman. Counts as Pre-Civil War American for the major. Alternate years, beginning 1984-85.

307 British Romantic Literature. 4. (Behar)

Romanticism, its development, intellectual concerns and literary forms, as seen in the writing of authors such as Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Counts as British Romantic for the major. Alternate years, beginning 1984-85.

310 Victorian Literature. 4. (Bengel) Questions,

doubts and problems of emerging modern society as seen through examination of major writers including Tennyson, Browning, Arnold, Rosetti, Dickens, Eliot, Thackeray and Hardy. Counts as Victorian for the major. Alternate years, beginning 1984-85.

314 Milton and His Age. 4. (Behar) Major poetry

and prose of John Milton and works of some of his contemporaries, considered in relationship to the history and thought of the 17th Century. Counts as Renaissance for the major. Alternate years, beginning 1985-86.

315 Realism in American Literature. 4.

(Morton/O'Brien) Study focusing on such figures as Dickinson, Twain, James, Howells and Crane. Counts as Post-Civil War American for the major. Alternate years, beginning 1984-85.

321 Comparative Arts I. 4. (Behar) Focuses on

the nuclear materials of painting, literature and music; their effect on the mode of existence of the various arts and on complete art works; and the validity of analogies between the arts. Fulfills creative arts requirement. Alternate years, beginning 1985-86.

322 Comparative Arts II. 4. (Behar) The problem

of order and spontaneity in art and the relation of artistic perception to political and philosophical systems as exemplified by the shift from neoclassicism to romanticism in Western Europe. Counts as cross-period course for the major. Fulfills creative arts requirement. Alternate years, beginning 1985-86.

330 The Eighteenth Century. 4. (Johnson) A

survey of 18th century literature from the neoclassicism of Dryden and Pope to Blake's romantic and revolutionary poetry which explodes the Augustan ideal; includes essays, letters, poetry, novels, plays of representative writers such as Johnson, Fielding, Sheridan, Goldsmith, Gray, Walpole and Beckford.

344 Children's Literature. 4. (Delafield)

Introduction to classics of children's literature and their uses in the elementary school; extensive reading, reports and writing of stories and poetry for children. Counts toward humanities requirement. Alternate years, beginning 1985-86.

360 Renaissance Literature. 4. (Gutsell) Major

themes and forms of Renaissance prose, poetry and drama, as exemplified in Spenser, Sidney,

Shakespeare, Donne, Marlowe and others. Counts as Renaissance for the major. Alternate years, beginning 1984-85.

366 Critical Perspectives. 4. (Gutsell) Seminar for junior and senior English majors to give an overview of critical theories involved in the study of literature, using a primary work (a novel, a play, a group of poems) as focus and springboard for the discussion of theory. Final project (which may lead to a thesis) to connect the student's own personal literary interest with an understanding of the theory being an act of criticism. Alternate years, beginning 1985-86.

370 Chaucer and His Age. 4. (E. Keiser) *The Canterbury Tales*, selections from Chaucer's other works, and additional writings of the late Middle Ages. Counts as Medieval for the major. Alternate years, beginning 1985-86.

450 Special Topics. 4. See pages 31, 32. May be offered also at 250 level. Possible topics include: Literature of War; Dream, Vision and Romance; Women in American Literature; Black Women Writers.

460 Independent Study. 1-4. Work may apply toward departmental honors if prior arrangement is made by student. May be offered at 260 level.

470 Senior Thesis. Credit variable. Work may apply toward departmental honors if prior arrangement is made by student.

FOREIGN LANGUAGES

James P. Mc Nab, Dana Professor of French, Chair

Maritza B. Almeida, Associate Professor of Spanish

Claude T. Chauwigne, Associate Professor of French

Sylvia Trelles, Assistant Professor of Spanish

Kim Vivian, Assistant Professor of German

Guilford College's Quaker heritage has assured a continuing interest in the study of language as an instrument of international understanding. Courses are offered in French, German, Greek, Latin and Spanish. Italian is available through the regional consortium, and Japanese is available through self-instruction. Full College credit is awarded for all beginning language courses.

Entering students may take a placement test to determine their level in a previously studied language. Students who place in 101 and students who wish to begin the study of a new language must

take both the 101 and 102 courses to meet the foreign language requirement. Students who place above the 110 level may, of course, take courses of a higher level, although the foreign language requirement will have been met. Intermediate (210) — or equivalent experience — is a normal prerequisite to higher-numbered courses.

The department offers majors in French, German and Spanish. A major consists of eight courses (32 credits) including Intermediate (210) and above. Students majoring in one foreign language are encouraged to take at least two courses in another foreign language. All majors are strongly encouraged to study abroad with an appropriate Guilford program before graduating. Guilford College currently offers semester programs in Paris and Munich. The Senior Tutorial is required of all language majors.

Foreign language majors may choose a related field in order to consolidate and complement their major field of study or to enhance career opportunities. Majors in many other disciplines will find a related field in a foreign language — four courses (16 credits) at Intermediate (210) level and above — or immense value in the pursuit of a career.

French

101 Introductory French I. 4. Introduction to understanding, speaking, reading and writing French. Laboratory required.

102 Introductory French II. 4. Continuation of 101. Four language skills and selected reading. Fulfills foreign language requirement. Prerequisite: French 101.

110 Basic French. 4. Grammar review, selected readings and conversation with emphasis on pronunciation. Laboratory required. Fulfills foreign language requirement. Prerequisite: French 101.

210 Intermediate French. 4. Selected readings in French and further development of conversational skill. Laboratory required.

241 Intermediate Composition. 4. Discussion of and practice in composition with analysis of diverse related readings.

242 Intermediate Conversation. 4. Daily practice in conversation on diverse topics.

311-312 Survey of French Literature I, II. 4, 4. Survey of the major French writers from the Middle Ages to the present. Either course counts toward humanities requirement. Taught alternate years.

321 French Civilization. 4. Studies in the background of French life and culture; outstanding contributions of France to world civilization. Taught alternate years.

400 Senior Tutorial. 4. Review and synthesis, on individual basis or in small group, of student's foreign language education. Required of, and open only to, foreign language graduating seniors.

401 French Poetry. 4. Historical and critical study of major texts of French poetry from the Middle Ages to the present. Counts toward humanities requirement.

402 French Theater and Cinema. 4. Historical and critical study of major works in French theatre from the emergence of the mystery in the Middle Ages to the contemporary scene. Introduction to representative works of French cinema. Counts toward humanities requirement.

403 French Novel and Short Story. 4. Historical and critical study of major prose fiction from the 17th century to Beckett and beyond. Counts toward humanities requirement.

450 Special Topics. 4. See pages 31, 32. May be offered also at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

490 Departmental Honors. See page 33.

German

101 Introductory German I. 4. Introduction to understanding, spelling, reading and writing German. Laboratory required.

102 Introductory German II. 4. Continuation of 101. Fulfills language requirement. Laboratory required. Prerequisite: German 101 or placement.

210 Intermediate German. 4. Review of German grammar. Readings in modern German prose. Practice in writing short essays. Class conducted in German. Laboratory required. Prerequisite: German 102 or placement.

242 Intermediate Composition and Conversation. 4. Practice in situational conversations. Reading of longer prose or dramatic work. Conducted in German. Prerequisite: German 102.

311-312 Survey of German Literature I, II. 4, 4. Part I covers German literature from 1600 to 1850; part II from 1850 to the present. Either course counts toward humanities requirement. Taught alternate years.

321 Modern German Civilization. 4. A study of the intellectual history of modern Germany from 1750 to the present. Authors read include Goethe, Büchner, Marx, Fontane, Hesse, Remarque, Kafka and Boll. Course taught in English, but German majors are required to do some of the readings in German. Frequent slide and film presentations. Counts toward humanities requirement.

400 Senior Tutorial. 2-4. Review and synthesis, on individual basis or in small groups, of student's foreign language education. Required of, and open only to, foreign language graduating seniors.

420-421 Goethe I, II. 4, 4. Part I deals with the young Goethe and his works before 1786. Part II covers Goethe's writing after his Italian journey of 1786 to 1788.

440 German Literary Movements. 4. Deals with major literary movements such as Medieval, Baroque, Enlightenment, Storm and Stress, Classicism-Romanticism, Realism-Naturalism, Expressionism and Post WWII. May be repeated.

450 Special Topics. 4. See pages 31, 32. May be offered at 250 level.

460 Independent Study. 1-4. May be offered at 260 level.

German Area Studies Major

This major is primarily for those students who wish to gain a broad knowledge of German culture. It is highly recommended that students have a second major or a strong minor.

Six Required Courses:

German 210 (Intermediate)

German 241 (Conversation)

German 311 (Survey I) or

German 312 (Survey II)

German 321 (Civilization) or

History 450 (History of Modern Germany: Munich)

Political Science 250 (Governments of East and

West Germany: Munich)

German 400 (Senior Tutorial)

Two elective major courses from the following:

Art 450 (German Art History: Munich)

Philosophy 250 (German Idealist Philosophy: Beidler)

Music 250 (German Romantic Music: Lowe)

Political Science 250 (German Culture and Politics: Burris)

Upon departmental approval additional courses may be chosen as electives.

Spanish

101 Introductory Spanish I. 4. Introductory course in Spanish with emphasis on oral and aural skills, reading and writing introduced, employing cultural materials. Laboratory required.

102 Introductory Spanish II. 4. Continuation of 101. Four language skills and selected readings. Fulfills foreign language requirement. Prerequisite: Spanish 101.

110 Basic Spanish. 4. Selected graded readings and development of oral and aural skills. Grammar study as needed. Laboratory required. Fulfills foreign language requirement. Prerequisite: Placement.

210 Intermediate Spanish. 4. Selected readings in Spanish and Latin American literature; further development of speaking skills. Laboratory required.

241 Intermediate Composition. 4. Discussion of and practice in composition with analysis of diverse related readings.

242 Intermediate Conversation. 4. Daily practice in conversation on diverse topics.

311 Medieval and Renaissance Literature. 4. Spanish literature from *El Cid* to the Golden Age; consideration of how the literature reflects changing elements within government, church, society and the individual. Counts toward humanities requirement.

312 Spanish Literature from the 18th Century to the Present. 4. Selected readings from the early romanticists to the Generation of '98 and early 20th-century authors; Spanish novels read independently. Counts toward humanities requirement. Offered on demand.

315 Spanish American Literature. 4. Study of major poets such as Pablo Neruda and Gabriela Mistral, both Nobel Prize winners, and other writers including Jorge Luis Borges, Gabriel Garcia Marquez and Mario Vargas Llosa. Major focus not on the novel, but on poetry, short stories and plays. Counts toward intercultural requirement.

321 Spanish Civilization. 4. General approach to Spanish civilization from its beginnings to the present. Conducted in Spanish. Offered on demand. Counts toward humanities requirement.

322 Latin American Civilization. 4. Ibero-American cultural history and contemporary patterns of life; readings, discussions, lectures, slides. Conducted in Spanish. Counts toward intercultural requirement.

400 Senior Tutorial. 4. Review and synthesis, on individual basis or in small group, of student's foreign language education. Required of, and open only to, foreign language graduating seniors.

442 Cervantes. 4. Study of *Don Quixote* and the *Novelas Ejemplares*, with appropriate critical readings. Counts toward humanities requirement. Offered on demand.

446 The Spanish American Novel. 4. Historical and critical study of some of the major representative novels of Latin America. Special emphasis on the development of this genre, with attention to the customs and philosophy of the people as reflected in the novels. Counts toward humanities or intercultural requirement.

447 The Mexican Novel. 4. Examination of representative novels emphasizing their reflection of the nation's search for identity. Counts toward humanities or intercultural requirement. Offered on demand.

450 Special Topics. 4. See pages 31, 32. May be offered also at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

490 Departmental Honors. See page 33.

Special Topics

FL-450 Special Topics in Foreign Language. 4. Topics include Language for Foreign Travel, Linguistics. May be offered also at 250 level.

Japanese

Guilford's Japanese language courses utilize the self-instructional method. Individual students, using texts, study guides, and tapes, are their own teachers. Each week the students meet in small groups for two separate hours with a native speaker of Japanese; these tutorial sessions give students the opportunity to perform the language skills acquired on their own outside the classroom. Final grades are determined by an outside examiner, a professional language instructor. Although some written Japanese is introduced, the stress is on understanding and speaking Japanese. This method of language instruction is best suited to highly motivated, disciplined students with an aptitude for language. For further information, see the coordinator, Dr. Dorothy Borei (Director of Intercultural Studies).

Japanese 100 Self-Instructional Japanese I. 4. Introduction to understanding and speaking Japanese.

Japanese 101 Self-Instructional Japanese I. 4. Continuation of 100; introduction of syllabaries.

Japanese 102 Self-Instructional Japanese II. 4. Continuation of 101; introduction of kanji. Fulfills foreign language requirement.

GEOLOGY AND EARTH SCIENCE

Charles C. Almy Jr., Associate Professor,
Chair

Cyril H. Harvey, Professor
of Interdisciplinary Studies, Geology and
Earth Sciences

Jay Van Tassell, Assistant Professor
of Geology

Vertical walls, descending into the bowl-
like glacial cirque, were rasped out of rock
by ice gone only 10,000 years.

Static Peak,
Grand Tetons, Wyoming

The cypress seed, sprouting in a stump of
the same species, is growing rooted in
wood exposed by erosion in the Neuse
River estuary after 2,000,000 years of
burial.

Flanner's Beach,
Coastal North Carolina

The sea waves, moving sand along the
shore past colonial outposts only now
changing under the influence of tourism,
endanger the settlements of Kitty Hawk,
Nags Head, Rodanthe, Hatteras and
Ocracoke with persistent erosion.

Outer Banks,
North Carolina

Night hawks, sweeping the sky at twilight,
arouse the certainty that the spirits
present in the great Kiva of Casa
Rinconada 700 years ago are not yet gone.

Chaco Canyon,
New Mexico

Geology, the study of the earth, is a first-
hand experience at Guilford College. Each
of the statements above describes one of
the varied student experiences that are a
regular part of the flexible "hands-on"
program in the department of geology and
earth science.

The program is centered around a core
of courses which establish a firm academic
foundation in geology as a science. In
turn, this foundation serves as a spring-
board to graduate study, professional

geology, teaching, environmental science,
creative writing, law, anthropology and
geography. Each of these areas is currently
or has been recently the professional goal
of students in the department. Such goals
can be realized by working in programs
now available at Guilford or accessible
through consortium arrangements with
other colleges and universities in
Greensboro.

Two degrees are available. The Bachelor
of Science focuses on geology as a
professional discipline and is oriented
toward graduate study; the Bachelor of
Arts degree permits greater freedom in
choosing a broad range of introductory
science courses for those interested in
earth science teaching, museum science,
writing in the natural sciences or other
similar fields. In each case, requirements
for the major include the completion of
an introductory course sequence, a core
of upper-level courses in geology and a
selection of additional courses from those
specified by the department. Course work
in the related fields of chemistry,
mathematics, physics and biology is also
required.

Physical Geology and Historical
Geology are normally taken as an
introduction to the geology major.
Additionally, courses in the major
required for both degrees are Rock and
Mineral Systems, Structural Geology and
Paleontology.

For the Bachelor of Science, three
additional courses must be taken: 1)
either Igneous and Metamorphic Systems
or Sedimentary Systems and 2) two
additional courses selected from those
approved by the department, such as
Geomorphology, Stratigraphy, Crust of
the Earth, Geophysics, Seminars West,
and Senior Thesis.

Summer field-camp (typically a 6-
credit, six-week course) must be taken at
a recognized institution, normally upon
completion of Rock and Mineral Systems
and Structural Geology. Included in the
related field requirements for the Bachelor
of Science degree are one year of

introductory chemistry, one year of calculus (calculus-based statistics may be substituted for the second semester of calculus), and one year of introductory laboratory courses in physics.

For the Bachelor of Arts, three science courses (including one in geology) approved by the department must be taken. Related field requirements for the Bachelor of Arts include one year of chemistry, Elementary Functions, Elementary Statistics (or other approved course), General Physics I, and either General Physics II or a course in biology (such as Field Botany) approved by the department.

The Senior Thesis (Geology 470 or 490) is recommended for students interested in independent research with one or more of the faculty, and the thesis is accepted as one of the departmental electives. The work involved must be original, and the final thesis is subjected to rigorous review before acceptance. The Senior Thesis with Honors (Geology 490) is required of those who wish to graduate with departmental honors. Both senior thesis courses are open to candidates for either degree.

Substitution of courses in either of the programs is permitted only if the course requested is at an equivalent level and meets a specific need in the student's program. The summer course Seminars West is strongly recommended for both B.S. and A.B. degree candidates.

Field courses such as Seminars West and Off-Campus Seminars in geology in Puerto Rico and the North Carolina mountains or at the coast involve a great deal of camping, hiking and geologic field experience at several levels of scientific sophistication. The geologic development of each of these areas is studied; and the history, geography, anthropology and environmental impact of mankind upon the region also are considered.

The department supports the interdisciplinary concentrations in Environmental Studies (see page 22) and History of Science (see page 22).

A faculty with a combined total of 18 years of industrial experience and 35 years of service in college teaching is readily available, not only for course work but also for extensive counseling. All are broadly educated in science; all have taught across the boundaries between science and the humanities; and all are intensely interested in the economic and social context of geological work.

105 Computers in Science. 4. (Harvey)

Introduction to computers and their use in scientific work. Emphasis on programming in the BASIC language. Examples, problems and data for analysis are drawn from the physical and biological sciences. May be taken as preparation for the computer concentration competency exam.

111 Physical Geography. 4. (Department)

Patterns in the natural system, especially spatial ones: location of man on earth and earth in space; energy flow in the natural system; climates; development of landforms and soils; distribution of man and the natural resources on which men are dependent. Fulfills non-laboratory science requirement. Offered on demand.

121 Physical Geology. 4. (Almy) Materials of the earth and processes acting on them, both at the surface and within: nature of continents and oceans, continental drift, erosion and weathering, rocks and minerals, mapping; consideration of the earth as a physico-chemical system and man's part in that system. Fulfills laboratory science requirement.

122 Historical Geology. 4. (Harvey) Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America — both life and lands. Emphasis in laboratory on interpretation of earth history and applications of methods in making such interpretations through use of the Quaker Quadrangle. Fulfills laboratory science requirement.

131 Environmental Geology. 4. (Van Tassell)

Mountain-building and plate tectonics, volcanoes and earthquakes. Landslides, avalanches, ground subsidence. Coastal problems, floods, erosion and sedimentation problems. Water supply and groundwater pollution. Waste disposal: sewage, solid waste, hazardous waste and radioactive waste. Land-use planning and the need for environmental education and legislation. Fulfills non-laboratory science requirement.

211 Rock and Mineral Systems. 4. (Van Tassell)

Physical and chemical mineralogy, crystallography; introduction to the petrographic microscope, mineral optics, mineral formation; identification of igneous, metamorphic and sedimentary rocks in

hand specimen. Prerequisite: Chemistry 111, concurrent registration, or permission of instructor.

212 Igneous and Metamorphic Systems. 4. (Van Tassell) Field occurrence, description, origin and history of igneous and metamorphic rocks. Geochemical analyses and classifications. Plate tectonic rock associations. Western U.S. volcanism and volcanism in the southeastern U.S. area. Origin of magmas; ascent, differentiation and emplacement of plutonic rocks. Types of metamorphism and metamorphic changes; metamorphic grade, isograd and facies concepts. History of the Blue Ridge, Piedmont and Slate Belt. Labs focus on the examination of rocks in thin section. Prerequisite: Geology 211.

213 Sedimentary Systems. 4. (Van Tassell) Hand-specimen description, grain size analysis and petrography of sedimentary rocks. Sedimentary structures, paleohydraulics and stratigraphic measurements. Facies analysis, correlation, paleogeography and earth history. Field studies of carbonate and clastic sequences in the Valley and Ridge area. Prerequisite: Geology 211.

223 Hydrology. 4. (Van Tassell) Precipitation, interception and runoff measurements and analysis; stream flow and features, stream flow monitoring and data analysis; floodplain mapping; water supply analysis; groundwater geology and flow, groundwater prospecting; well design and analysis; water supply and water quality problems. Prerequisite: Geology 121.

225 Coastal Management. 4. (Van Tassell) Introduction to the history of the Carolina coast and how it is being shaped and changed by winds, waves and currents. Discussion of shoreline protection methods and other strategies for living safely along the coast, including mapping of hazardous areas and wind-resistant building construction. Examination of the North Carolina Coastal Zone Management Program and the ways individual towns along the coast are planning for the future, including a field trip to the coast. Fulfills non-laboratory science requirement.

231 Marine Geology. 5. (Van Tassell) Coastal features and classifications. Origin of barrier islands and history of the North Carolina coast. Pleistocene and recent history of the U.S. continental shelf, submarine canyons and turbidity currents, continental rise and submarine processes, and deep-sea processes. Exploration of the mid-ocean ridges, sea floor spreading, history of the U.S. continental margin. Ocean resources, pollution and law of the sea. Coastal field trip and/or a cruise on the *Photon*. Prerequisite: Geology 121 or permission of instructor. Fulfills non-laboratory science requirement.

235 Crust of the Earth. 4. (Harvey) An historical approach to the development of plate tectonic theory. Includes such topics as isostasy, continental

drift, polar wandering, magnetic reversals, paleomagnetism, mountain building, causes of earthquakes and volcanoes and the evolution of continents and ocean basin. Prerequisites: understanding of algebra and trigonometry at the high school level; some geology helpful. Fulfills the non-laboratory science requirement.

240 Seminars West. 4. (Almy/Harvey/Van Tassell) Five-week summer course, including four weeks of camping and hiking, to study the American West. Emphasis on geologic processes of mountain building and erosion and their impact on man — history, prehistory, environment, literature and art. Trips alternate each year between the Southwest (Grand Canyon, Mesa Verde) and the Central Rockies of Montana and Wyoming (Yellowstone, Grand Tetons). Fulfills laboratory science requirement.

241 Off-Campus Seminars in Geology. 1. (Department) Five- to 10-day camping trips to investigate the mountains of North Carolina or the geology of the North Carolina coast. May be repeated with different content. Generally pass/fail grading.

322 Energy and Natural Resources. 4. (Almy) Analysis of problems posed by interaction of conventional economic growth with limited natural resources; evaluation of potential contribution of various alternative energy sources to the national and world energy budget; review of distribution and abundance of mineral resources. Fulfills non-laboratory science requirement.

335 Structural Geology. 4. (Almy) Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons and the structural features found in igneous, metamorphic and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift. Prerequisites: two laboratory courses in geology, competence in trigonometry (or Mathematics 115) or permission of instructor.

336 Geomorphology. 4. (Harvey) Study of landforms and the processes involved in their formation, especially the investigation of fluvial and arid geomorphic cycles, coastline development and theories of landscape evolution. Prerequisites: Geology 121, one other geology laboratory course or permission of instructor. Taught alternate years.

415 Paleontology. 4. (Almy) Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; application of paleontology to geologic problems, especially its use in stratigraphic studies. Prerequisites: three semesters of laboratory courses in geology and/or biology and/or chemistry or permission of instructor.

416 Stratigraphy. 4. (Van Tassell) Description, classification, correlation and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment and paleogeography; advanced historical geology. Prerequisites: four semesters of laboratory courses in geology or related science or permission of instructor. Alternate years, beginning spring, 1986.

424 Exploration Geophysics. 4. (Almy) Study of the physical properties of the earth's crust and sedimentary cover, primarily through first hand experience. Those geophysical parameters and tools used to study the earth indirectly — the well log (resistivity, self-potential, density, and sonic logs), seismic reflection, seismic refraction, gravity and magnetic methods — are considered from the standpoint of data collection, processing and especially interpretation. Considerable field work and map work is involved. Prerequisites: three semesters of laboratory studies in geology and a strong mathematical background at the level of algebra and trigonometry.

428 Economic Geology. 4. (Departmental) Study of principles and processes of formation of mineral deposits and their relationships to methods of economic exploration of metallic and non-metallic mineral concentrations. Prerequisites: Geology 212, 335 or permission of instructor. Offered on demand.

450 Special Topics. 4. See pages 31, 32. Recent topics include geophysics, reefs of Puerto Rico, hydrology, geochemistry, soil science, marine geology. May be offered also at 250 level.

460 Independent Study. 1-4. Independent and directed research, including field and laboratory experience. May be offered also at 260 level.

470 Senior Thesis. Credit variable. Independent research project begun at end of junior year. See department for details.

490 Departmental Honors. See page 33.

With sufficient demand, any geology course will be offered at night.

HISTORY

Sarah S. Malino, Assistant Professor, Chair
Martha H. Cooley and Alexander R. Stoesen,
Professors

Henry G. Hood Jr., Associate Professor
Dorothy V. Borei, Associate Professor of
Intercultural Studies and History
Adrienne L. Manns, Assistant Professor

The study of the past is an attempt to understand mankind's condition. Through a chronological approach, the

historian strives to explain the relationship of the past to the present. The historian also attempts to explain the interrelatedness of disciplines — the cause and effect relationships of philosophical ideas, political and economic developments, social and cultural conditions. The study of history requires hard intellectual work which is rewarded by a better comprehension of the present and a degree of confidence in facing the future. It gives perspective and meaning to one's own experiences.

The program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. In addition to law and teaching, history majors have found rewarding careers in many areas of business, government, community service, applied history and church work.

A major in history consists of eight courses (32 credits), six (24 credits) of which must be above the 100 level. A general balance between two of the three areas (American, European, intercultural) offered in history is desired. The required seminar at the junior level emphasizes techniques of research and writing under individualized direction. The history department also offers courses under the Special Topics designation which reflect the expertise of its staff and the interests of students.

History majors should select a related field in a discipline consistent with their career interests. Because of its interdisciplinary nature, history fits well with most disciplines and a carefully conceived curriculum can give the history major strength in pursuing very challenging career goals. For example, history majors intending to pursue graduate study should acquire a proficiency in one or more foreign languages. It is strongly recommended that pre-law students take courses in English history, accounting and logic. A

related field in management or economics would prepare a student for positions in the business area, applied history management, or governmental planning agencies.

Students may "test-out" of most basic courses and enroll in intermediate and advanced courses or independent study to satisfy the major requirements. Senior history majors with a sufficiently high grade average in history are encouraged to write a thesis and to pursue departmental honors.

The history department offers survey courses in World History, European History and American History which are designed to fulfill the history requirement at the freshman and sophomore levels. Students who fulfill their history requirement after the sophomore year must take a course at the 200 level or above.

History courses listed in the intercultural studies program may be taken by majors for history credit, but not for both history and intercultural studies credit.

To encourage superior work in history, the department offers freshman and senior history awards every year, as well as the Algie I. Newlin and the Thomas Thompson Scholarships. The Algie I. and Eva M. Newlin and the Rembert W. Patrick Lectures bring recognized historians to campus to present scholarly papers. The department sponsors a chapter of Phi Alpha Theta, the international history honor society.

Introductory Courses: Designed to develop knowledge of basic historical fact, method and interpretation; limited to freshmen and sophomores.

101 Modern Europe to 1815. 4. (Cooley/Hood) Major developments in European history from 1500 to 1815; the Renaissance and the Reformation, the rise of the nation state, the Age of Enlightenment and the French Revolution. Fulfills history requirement.

102 Modern Europe since 1815. 4. (Cooley/Hood) Europe from 1815 to the present; consolidation of large nation states, imperialism and

world wars, the problem of democracy and dictatorship. Fulfills history requirement.

103 The United States to 1877. 4. (S. Malino/Stoesen) Origin and growth of the United States from colonial times to 1877. Fulfills history requirement.

104 The United States since 1877. 4. (S. Malino/Stoesen) Social, political, constitutional and economic developments since 1877. Fulfills history requirement.

150 The World since 1500: Global Perspective. 4. (Department) Europe's expansion, resulting dominance and the loss of dominance after 1900 with the emergence of global interdependence. Fulfills history requirement.

Intermediate Courses: Designed to develop synthesizing and interpretive skills through broad exposure to secondary sources.

202 North Carolina History. 4. (Stoesen) North Carolina from the period of exploration to the present; colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

203 Recent United States History. 4. (Stoesen) Influence of politics, wars and men on the internal affairs of the United States, with emphasis on the period since the New Deal.

204 Medieval Civilization. 4. (Hood) Extensive study of the writings of modern historians, emphasizing crucial issues and personalities which shaped the medieval world.

205 Renaissance and Reformation. 4. (Hood) Study of economic, social, political and cultural changes in Europe during the era of transition from the medieval to the modern period, 1300 to 1648.

207 England to 1689. 4. (Hood) England during its formative period; legal and constitutional development.

208 England since 1689. 4. (Hood) England during its imperial and industrial growth; Great Britain's enduring influence on the world.

210 American Colonial History. 4. (S. Malino) Comparative study of English, Spanish, French and Dutch patterns of colonization and settlement; development of 18th century American society with attention to social organization, political institutions and economic growth; analysis of causes and nature of the American Revolution.

211 Africa to 1800. 4. (Manns) Major developments in history of Africa; development of Egyptian civilization; the Sudanic Empires of West Africa; the City-States of East Africa; and the

Southern African Empires and States. Fulfills intercultural requirement.

212 Africa since 1800. 4. (Manns) Arrival of European colonists and African reaction; partitioning of Africa; different colonial systems of administration; rise of African nationalism; struggle for independence and African nations in international politics. Fulfills intercultural requirement.

215 East Asian Civilization to 1800. 4. (Borei) Introductory topical survey of China and Japan from ancient times to 1800: political structure, social organization, traditional religious and philosophical concepts, the economy and the arts. Fulfills intercultural requirement.

216 Modern East Asia. 4. (Borei) Introductory survey of China and Japan in the 19th and 20th centuries. Topics include modernization; nationalism; revolution; postwar political, social and economic developments; United States involvement in East Asia. Fulfills intercultural requirement.

217 Afro-American History to 1860. 4. (Manns) A treatment of pre-Columbian presence of Africans in the Americas; role of Africans in the exploration and conquest of the Americas, introduction of African slaves into America, role of Africans in American struggle to abolish slavery, role of African-Americans in the Civil War, African-Americans and the Reconstruction.

218 Afro-American History: 1860 to the Present. 4. (Manns) Study of the major political, ideological, economic, social, cultural and religious movements and activities of African-Americans that shaped and influenced the development of American society and culture from 1860 to the present, with emphasis on Blacks and Reconstruction; Booker T. Washington and his ideas of industrial education, Marcus Garvey and his mass political movement, the Harlem Renaissance, the Civil Rights movement and the Black Power movement.

221 Europe from 1815 to 1914: From the French Revolution to the First World War. 4. (Cooley) Study of the main issues in 19th century Western Europe — Liberalism, Socialism, Nationalism, the Industrial Revolution, Social Darwinism — and their impact on society, on political development, on economic development and on culture and religion.

231 History of Women in America. (S. Malino) Study of women's changing social and economic roles and of social attitudes towards them from colonial times to the present. Attention to the varied experiences which social class, racial and ethnic differences create among American women. Fulfills history requirement.

Advanced Courses: Designed to improve skills developed in introductory

and intermediate courses and to develop basic analytical skills through working with primary sources and some secondary sources.

302 Economic History of the United States. 4. (S. Malino) Survey of principal economic forces accounting for the emergence of the United States from an underdeveloped economy to its present status.

303 American Social History. 4. (S. Malino) Evolution of social patterns and institutions of American life; the family, church, employment, education, ethnicity, community organization. Responses of social institutions and groups to underlying economic changes considered through analysis of primary and secondary source literature.

305 Twentieth Century Europe. 4. (Cooley) Economic, political, social and cultural factors in the major developments in Europe since 1914; contemporary trends in global context.

309 Russia to 1881. 4. (Cooley) Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, rise of the autocracy, position of the peasantry and the revolutionary movement in Russia.

310 Russia since 1881. 4. (Cooley) Decline of the autocracy, 1905 and 1917 revolutions, Soviet Russia's international development as a world power.

321 Europe from 1648 to 1789. 4. (Hood) Study of the significant developments in Europe from Louis XIV to the French Revolution; effects of 17th century scientific discoveries on religious and philosophical concepts, on society and culture and on political developments.

324 Urban History of the United States. 4. (Stoesen) Study of the major trends, problems and developments in the history of urban society in the United States. Emphasis on the literature of the field and on techniques used by the historian of city development. Comparisons with urban history in other parts of the world.

383 China to 1800. 4. (Borei) Advanced study of ancient and imperial Chinese civilization — formation of Chinese culture, classical Chinese philosophy, the early empire, introduction of Buddhism, barbarian conquest, Chinese culture at its height. Fulfills intercultural requirement.

384 Modern China. 4. (Borei) Advanced study of 19th and 20th century China, with emphasis upon international developments, the Opium Wars, peasant rebellions, reform movements, the Revolutions of 1911 and 1949, contemporary China. Fulfills intercultural requirement.

385 Japan to 1800. 4. (Borei) Advanced study of Japanese history from ancient times to closing years

of the Tokugawa period — emergence of Japanese culture in pre-Buddhist age, aristocratic Japan, evolution of feudal political structure and culture. Fulfills intercultural requirement.

386 Modern Japan. 4. (Borei) Advanced study of decay of feudal Japan, Meiji Restoration, early 20th century democracy, growth of militarism, American occupation, social change and economic recovery since World War II. Fulfills intercultural requirement.

402 The Byzantine World. 4. (Hood) Detailed study of Eastern Roman Empire from founding of Constantinople in 324 A.D. to fall of the city to the Turks in 1453. Emphasis on political events, Byzantine religious and artistic life, Byzantine influence in Central Europe and Russia.

403 United States Diplomatic History. 4. (Stoesen) Major trends in American diplomatic history from the Revolution to recent times; economic, social and political forces that have influenced foreign policy.

Specialized Courses

300 Seminar in History. 4. (Department) Detailed analysis, using primary sources, of specialized historical periods or areas. Designed to instruct students in the research and writing of history. Required of all majors in spring of the junior year.

450 Special Topics. 4. See pages 31, 32. Topics may include Witchcraft and Heresy, The Russian Revolutionary Movement, Women in the 19th Century Labor Force, Guilford County. May be offered also at 250 level.

460 Independent Study. 1-4. Involves weekly meetings with departmental advisers; oral or written examination. May be offered also at 260 level.

470 Senior Thesis. 2-4. Research and writing of a scholarly monograph.

490 Departmental Honors. 2-4. See page 33. Honors and credit with grade of B or above; credit only for grade less than B.

The following courses offered by other departments are accepted as history credit for majors with departmental approval:

Chemistry 335. History of Science. See page 74.

Classics 230. Classical Civilization. See page 74.

General Studies 225-226. Medieval People. See page 113.

Interdisciplinary Studies 401. 4. See page 12.

Sociology 353. Cultural History of Latin America. See page 108.

Sociology 354. Cultural History of South Asia. See page 108.

MANAGEMENT

*William M. Stevens, Associate Professor,
Chair*

*Fred I. Courtney, Jefferson-Pilot Professor of
Management*

*Peter B. Bobko and Edwin G. Caudill,
Associate Professors*

Mary Lind, Assistant Professor

The management department is committed to a number of principles which we believe will ensure that our students receive the best possible education. These include the following: close faculty-student rapport, career-minded course content, a strong library and library research emphasis, computer training on both microcomputers and mainframe, field internships and case-study. Through these priorities, the management department seeks to prepare students to be immediately effective in management and administration while cultivating their potential for further growth. The course of study is designed to develop an understanding of the role of the United States' economy as well as the management of public and private organizations in a changing society.

To meet the exacting demands of tomorrow's world, the manager or the businessman or woman of the future requires not only a high degree of professional competence in the technical aspects of management but also a broad grasp of economics, social, human, cultural and political values. Therefore, the management major at Guilford is conceptually based as well as career oriented, and the student's total program is closely integrated with the College's liberal arts curriculum.

In conjunction with the adviser, the student may select major and related field courses to develop an emphasis in one of the following areas: Financial Management; Personnel; Management Information Systems; Real Estate Management; and Marketing Management.

A Bachelor of Science degree is offered to Residential Campus students; the Bachelor of Administrative Science degree and the Associate of Arts degree are offered to Continuing Education Center students only. Ten major and six related field courses are required for the Bachelor of Administrative Science; eight major and four related field courses are required for the Bachelor of Science degree. Major courses required for either degree include Management 215, 241, 301, 324 and 449. Each student must also complete either Management 332 or 336 and Management 331 or 345. Courses taught outside the department but usually required as part of the related field include Principles of Economics, Principles of Accounting, and Statistical Methods.

The Associate of Arts (A.A.) degree requires 16 courses (64 credits) of academic work with a cumulative C average, or the equivalent of two years of full-time college study. The major consists of five courses: Management 215, 241, 301, 324 and 336. All required course work is fully accredited towards a baccalaureate degree.

Prerequisites for all 300 and 400 level courses include: Accounting 201 and 202 (with a grade of C or better), Economics 221 and 222 and Mathematics 112 or 115 or the equivalent. Completion of all prerequisites is required prior to enrolling in any upper level management course.

120 Introduction to Business. 4. Components, types, nature and purpose of business organizations. Inherent social and ethical problems of business operations and the role of business in a free enterprise economy. This course is designed for non-management majors and cannot be used by management majors as a major course.

215 Business Law. 4. Legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; relationship between economics and business law, including selected topics in contracts, agency, sales, property and wills.

236 Employee Ownership Alternatives. 4. The legal and tax implications of various forms of employee ownership and participation in

management decisions. The relative benefits of the various alternatives are examined in terms of productivity, profitability, innovativeness and staff morale.

241 Computer and Management. 4.

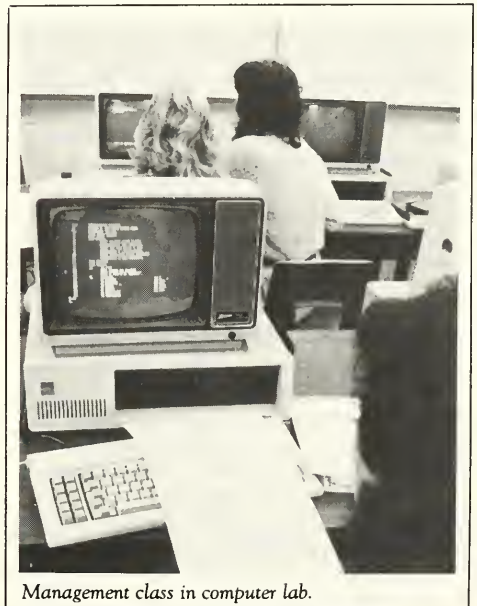
Characteristics and types of hardware and software, organization and management of data processing; applications of computers in management; introduction to computer use and programming.

301 Organization and Management. 4. Theory, principles, practices and problems involved in organizing and managing any formal organization: business, government, institution; a conceptual methodological, operating, control and feedback systems approach illustrated by a consideration of cases.

315 Business Law II, Real Estate Law. 4. Social, economic and legal setting of real estate; nature and functions of real estate markets, liens, easements, encumbrances, contracts, transfer of title and deeds; role of real estate and real estate development.

320 Organizational Behavior. 4. Role and functions of the manager; skills needed to understand and react intelligently to determinants of behavior and consequences of behavior in organizational settings; interpersonal, intergroup and intragroup situational analysis. Management 301 strongly recommended.

321 Personnel Administration. 4. Techniques, issues and problems in recruitment, selection, development, utilization of and accommodation to human resources in organizations.



Management class in computer lab.

324 Introduction to Marketing. 4. A first course in marketing, focusing on product definition, distribution, pricing strategies and promotion. International marketing and the ethics of marketing.

327 Research and Analysis Methods. 4. Data collection methods, including standard and unobtrusive measures; analysis of the results of marketing research; forecasting techniques, such as time series analysis, exponential smoothing, Box-Jenkins and product life cycle analysis. Prerequisite: Management 324.

330 Managerial Analysis. 4. Managerial use of economic concepts in the formulation of business policy: profit, competition, demand, cost and capital investment.

331 Money, Banking and Monetary Theory. 4. Nature and functions of money; description and analysis of the banking system; overview of modern monetary theory and policy.

332 Financial Statement Analysis. 4. Meaning, preparation and analysis of financial statements, with emphasis on the managerial aspects of alternative investment opportunities, profitability evaluating techniques, capital planning and budgetary control.

336 Financial Management. 4. Theory, principles and practices of corporate finance; conceptual background; problems of financial allocation of corporate resources; role of finance executives.

345 Quantitative Methods. 4. Techniques of management science including inventory management, networks, linear and dynamic programming, queueing, simulation and decision analysis.

347 Production Management. 4. Analysis of the production/operating function in both manufacturing and non-manufacturing organizations. Developing production policies which support total organizational goals under varying constraints.

420 Real Estate. 4. Economic, social and legal setting of real estate, including brokerage, value, price and investment considerations. Productivity analysis, financial methods, federal taxes and appraising for market value. Management, leasing, assessments and insurance. Designed for those interested in a business career or concerned with owning or investing in real estate.

421 Industrial Relations. 4. Role, functions and problems of management in the collective bargaining process. Bargaining issues of rights, job design, pay, fringe benefits and due process. Negotiation and administration of the agreement. Prerequisite: Management 321.

424 Marketing Strategy. 4. A framework in which the student performs market analysis, formulates marketing strategies and implements marketing plans in a simulated competitive environment.

Prerequisite: Management 324; statistics or research methods course recommended.

449 Policy Formulation. 4. Capstone course based on case studies and analyzing the total operation function in manufacturing and non-manufacturing organizations. Developing policies which support total organizational goals under varying constraints. Analysis of economic, political and social influences on the firm. Open to graduating seniors only or by permission of instructor.

450 Special Topics. 4. See pages 31, 32. May include studies in advanced financial policies, real estate investment/development, or marketing research. May be offered also at 250 level.

460 Independent Study. 1-4. In addition to individual student projects, the department may offer special seminars or work seminar projects. May be offered also at 260 level.

470 Senior Thesis. Individual experience in the research techniques of management; writing of a professional paper. By departmental approval.

490 Departmental Honors. See page 33.

MATHEMATICS

Elwood G. Parker, Professor, Chair

James R. Boyd, Professor

G. Rudolph Gordh Jr., Associate Professor

Ilma Morell Manduley and

Floyd A. Reynolds, Assistant Professors

The mathematics department subscribes to the theory that mathematics is better learned by doing than by observing; thus active student participation is encouraged in all programs. Since the opportunity for students to work with faculty individually and in small groups also is of utmost importance, numerous small classes and seminars are provided.

Students majoring in mathematics are encouraged to discover areas in which they have both talent and interest, to obtain familiarity with a wide range of mathematical areas, and to acquire deeper knowledge of some mathematical specialty. Accordingly, three intermediate level courses — Foundations of Mathematics I (131), Multivariable Calculus (225), and Linear Algebra (325) — are required. In addition, two upper level courses are required: one in applied

mathematics selected from Probability and Statistics (310), Mathematics for the Physical Sciences (320), Operations Research (410), Numerical Analysis (415), and Seminars in Computer Mathematics (471) and in Applied Mathematics (472); one in theoretical mathematics selected from Topology (335), Algebraic Structures (430), Real Analysis (435) and Seminars in Theoretical Mathematics (473). Majors regularly take several of these upper level courses.

Many majors emphasize a particular area of mathematics in their course work beyond the requirements. Those emphasizing theoretical mathematics have been notably successful in graduate study at respected universities. Emphasis on computer mathematics is designed to prepare students for graduate study in Computer Science as well as for careers in business and industry. Many students have double-majored in mathematics and physics through a joint program which sometimes includes team teaching of courses by faculty from both departments. Other students have combined majors with other disciplines, e.g., chemistry, accounting, management, economics, psychology, philosophy, English. Such combinations are encouraged by the department.

Mathematics majors are involved with the use of computers through an integration of computer exercises into many mathematics courses, particularly those in the applied area. A campus-wide computer concentration which includes some courses in mathematics provides further opportunity for gaining experience in computer programming and application.

The department serves other academic areas through courses in elementary functions and calculus, in elementary and calculus-based statistics, in introductory computer programming, in an historical and cultural approach to mathematics, and in concepts and methods for prospective teachers.

The Journal of Undergraduate Mathematics, an internationally distributed periodical published by the department, is devoted to undergraduate research and frequently includes articles by Guilford students. *The Journal* sponsors conferences on undergraduate mathematics which provide students an opportunity to share their ideas with other talented students and to hear lectures by prominent mathematicians. Mathematics majors often attend these and other conferences with faculty members. The department also has hosted national and regional meetings of professional mathematicians.

103-104 Mathematics for Elementary School Teachers I, II. 4,4. Introduction to the basic ideas and content of elementary school mathematics with emphasis on methods and materials for teaching children. Either course fulfills non-laboratory science requirement for elementary education majors only.

110 Mathematics for the Liberal Arts. 4. The nature of mathematics from cultural, historical and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities and fine arts majors. Fulfills non-laboratory science requirement.

112 Elementary Statistics. 4. Descriptive statistics; probability and probability distributions; sampling and sampling distributions; confidence intervals and hypothesis testing; correlation and regression analysis; analysis of variance; non-parametric methods. Emphasis on application and interpretation within the students' major areas of study. Recommended for social science and pre-professional majors. Fulfills non-laboratory science requirement.

113 Discrete Mathematics and Computer Programming. 4. Fundamentals of programming in BASIC language integrated into study of discrete mathematical topics such as linear programming, matrix algebra, stochastic processes, etc. Prepares students for entry test into the computer concentration. Fulfills non-laboratory science requirement.

115 Elementary Functions. 4. Precalculus analysis of algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions. Only for students planning to take calculus but not having the necessary prerequisites.

121 Calculus I. 4. Calculus of single-variable algebraic, exponential and logarithmic functions, emphasizing the concepts, techniques and

applications of limits, differentiation and integration in both physical and geometric settings. Fulfills non-laboratory science requirement.

122 Calculus II. 4. Calculus of single-variable trigonometric and inverse trigonometric functions including polar coordinates, with emphasis as in Mathematics 121, but especially on integration and its applications. Numerical and power series with emphasis on approximation. Prerequisite: Mathematics 121. Fulfills non-laboratory science requirement.

123 Accelerated Calculus. 4. Special course in calculus covering the content of Mathematics 121 and 122 (with the exception of series) in one semester for students having exceptional precalculus preparation or previous introduction to calculus. Fulfills non-laboratory science requirement.

131 Foundations of Mathematics I. 4. Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Fulfills non-laboratory science requirement. Required of all majors.

132 Foundations of Mathematics II. 4. Companion course to Mathematics 131 for students desiring more work on the nature of mathematical proof in preparation for upper-level theoretical mathematics courses. Prerequisite: Mathematics 131.

210 Introductory Calculus-based Statistics. 4. Study of functions of random variables and probability density functions, moving from the discrete to the continuous case using the tools of one-variable calculus and emphasizing applications of statistics in students' major areas of study. Not applicable to mathematics majors. Prerequisite: Mathematics 121 or 123.

225 Multivariable Calculus. 4. Power series and approximation. Calculus of functions of several variables including partial differentiation, multiple integration and vector analysis, stressing physical applications. Required of all majors. Prerequisite: Mathematics 122 or 123. Fulfills non-laboratory science requirement.

230 Geometry. 4. Topics chosen from hyperbolic, elliptical, projective, affine, etc. geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Recommended for majors who are prospective secondary school teachers. Prerequisite: Mathematics 131.

310 Probability and Statistics. 4. Fundamentals of the analysis and interpretation of statistical data, theory and application. Prerequisite: Mathematics 225.

320 Mathematics for the Physical Sciences (Physics 320). 4. See page 100.

325 Linear Algebra. 4. Introduction to systems of linear equations, matrices, linear spaces and linear

transformations, including applications of these concepts to other areas of mathematics and to other fields. Prerequisite: Mathematics 225. Required of all majors.

335 Topology. 4. Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics. Prerequisite: Mathematics 132.

410 Operations Research. 4. Probability, sampling inventories, waiting lines, competitive strategies, linear programming. Suggested for majors emphasizing computer mathematics. Prerequisites: Mathematics 310 and 325.

415 Numerical Analysis. 4. Techniques, theory, computer programming and application of approximations of zeros of functions, solutions to systems of equations, integrals and ordinary differential equations. Suggested for majors emphasizing computer mathematics or mathematical physics. Prerequisite: Mathematics 325.

420 Advanced Mathematical Methods (Physics 420). 4. See page 100.

430 Algebraic Structures. 4. Study of algebraic structures such as groups, rings, integral domains and fields and their morphisms. Suggested for majors emphasizing theoretical mathematics or preparing to teach secondary school mathematics. Prerequisites: Mathematics 131 and 325.

435 Real Analysis. 4. Rigorous study of real functions including topics from limits, sequences, series, differentiation, integration. Suggested for majors emphasizing theoretical mathematics or mathematical physics. Prerequisites: Mathematics 131 and 225.

Mathematics Seminars

Designed for both lower and advanced study in specialized areas of mathematics, particularly for continuation of study begun in 400 level courses. Each may be repeated for credit and is offered each semester on demand. Prerequisite: Departmental approval. Credit may range from one to four hours.

271,471 Seminars in Computer Mathematics. Topics associated with application of mathematics to computer science or the use of computers in the solution of mathematical problems.

272,472 Seminars in Applied Mathematics. Topics associated with application of mathematics to the physical sciences or to business.

273,473 Seminars in Theoretical Mathematics. Topics in algebra, analysis, topology, geometry, set-theory, etc.

MUSIC

Edward Lowe, Dana Professor of Music
David Pinnix, Lecturer

The music department at Guilford College offers students a wide variety of opportunities in performance, appreciation and theory. The special emphasis of Guilford's program is vocal music. The College Choir, through its annual concert tour and community programs, serves as ambassador of goodwill for Guilford College. Activities are designed for community enrichment, the high point of the season being the annual Christmas concert. Numerous other public performances are presented and members of the choir have the opportunity to perform with additional small choral ensembles such as the Chamber Singers and the Madrigal Singers. Participation in the Guilford College Choir is designed to add to the total enrichment of student life. Membership is open to all students genuinely interested, willing to work hard and strongly committed to the ensemble.

Choir scholarships are offered by the music department for qualified students. In addition, the William Topkins, the Laura Kelly Dobbins and the Maxine Hirsch Ljung scholarships are available to qualified students pursuing a major or a minor in music.

111 Music Literature. 4. (Lowe) Music appreciation. Introductory course designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Fulfills creative arts requirement.

114 Guilford College Choir. 1. (Lowe) Choir meets three times weekly. Pass/fail grading.

250 Private Lessons in Piano, Organ or Voice. 1-2. (Pinnix, Staff). Additional Fees.

450 Special Topics. 4. See pages 31, 32. Courses of special interest such as Guide to Understanding Opera, Introduction to Understanding 20th-Century Music, and Guide to Understanding Symphonic Music. May be offered also at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

The Instrumental Ensemble.

Qualified students who express an interest in ensemble work may participate in instrumental ensembles (1 credit) at Greensboro College.

Music Fees

See schedule in Chapter IV, page 51.

PHILOSOPHY

Jonathan W. Malino, Associate Professor, Chair
William Beidler, Professor of Philosophy and Intercultural Studies
Grimsley T. Hobbs, Professor
Donald W. Millholland, Associate Professor

In the most famous courtroom defense in history, Socrates is reputed to have said, "The unexamined life is not worth living."

Whether Socrates was right or wrong—itsself an excellent philosophical question—philosophy is committed to the persistent and relentless examination of life in all its aspects. By etymology the love (philo) of wisdom (sophy), philosophy seeks wisdom in prodding us to become more articulate and reflective about the fundamental principles underlying our understanding of nature, ourselves and others. Reflection leads to criticism, and ultimately, or so the philosopher hopes, to a more refined, profound and true grasp of our world.

As Aristotle noted, philosophy begins in wonder: Did the universe have a beginning? Is there a God? Is there a single ultimate principle of morality? Do I really have choices in life? Do I really know what I think I know?...but wonder alone is not enough. Discipline, skill and rigor are essential too. And so philosophy is concerned with developing our abilities to reason, to interpret the thoughts of others and to express our own ideas. It is for this reason that the rewards of philosophical training can be found where one might least expect them, in the worlds of business and the professions.

Philosophy's nature dictates that the boundaries between the philosophical and the non-philosophical are fuzzy at best. The philosopher draws not only on the rich tradition of philosophical thought, but also on the entire range of disciplines which make up human inquiry. It is thus no surprise that philosophers are working side by side with linguists, psychologists, mathematicians, physicists and computer scientists at the cutting edge of the computer revolution. Double majoring—joining philosophy to a second major in the humanities, natural or social sciences, or pre-professional programs—also becomes an especially exciting and natural option, with benefit not only to a student's breadth but also to the depth of his or her studies.

To major in philosophy, a student must complete eight philosophy courses (plus a senior seminar), among them ethics (111), formal logic (292), the history of Western philosophy (301,302) and one semester of contemporary Western philosophy (401 or 402). A choice of electives, including individually tailored independent studies, will give the student an emphasis in either Western or Eastern thought. To supplement regular course offerings, a philosophy club sponsors lectures and informal discussions. Students also attend lectures and colloquia at UNC-Greensboro, Wake Forest, University of North Carolina-Chapel Hill and Duke.

100 Introduction to Philosophy. 4.

(Department) Major philosophical problems, methods and positions, as set forth in selected works by philosophers such as Plato, Aristotle, Descartes, Whitehead, Russell and Sartre. Counts toward humanities requirement for freshmen and sophomores.

111 Ethics. 4. (Department) Chief theories of the nature and principles of moral living, with regard to both the ends sought by man and the obligations claiming man's commitment and performance. Counts toward humanities requirement.

203 Buddhism (Religious Studies 203). 4. (Beidler) Survey of origin and development of Buddhism, emphasizing doctrines and practices of the major schools of Hinayana and Mahayana Buddhism. Fulfills intercultural requirement.

221 Philosophy of Religion (Religious Studies 221). 4. (J. Malino) Reason and religion; proofs of God's existence, faith and reason, the problem of evil, morality and religion, religious language. Counts toward humanities requirement.

226 Philosophy of Nonviolence. 4. (Department) Definition and analysis of nonviolence; philosophical argument for and against it; its relation to civil disobedience, pacifism and conscientious objection.

236 Philosophy of Education (Education 236). 4. (Beidler) Research and discussion of educational philosophies found in the words of Plato, Aristotle, Dewey, Piaget, Sartre and others.

246 Practical Ethics. 4. (Hobbs) Courses devoted to medical, business, journalism and computer ethics with attention to theoretical underpinnings and case studies. Counts toward humanities requirement.

292 Formal Logic. 4. (J. Malino) Methods, foundations and philosophical implications of modern logic.

295 Eastern Philosophy: India. 4. (Beidler) Chief varieties and major developments of philosophy in India. Fulfills intercultural requirement.

296 Eastern Philosophy: China and Japan. 4. (Department) Chief varieties and major developments of philosophy in China and Japan. Fulfills intercultural requirement.

301 Ancient and Medieval Western Philosophy. 4. (Department) Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers from ancient Greek philosophy through medieval scholasticism. Counts toward humanities requirement for juniors and seniors.

302 Modern and Recent Western Philosophy. 4. (Department) Historical development of philosophical thought in Western civilization in terms of main periods and thinkers from late medieval through early 20th century thought. Prerequisite: Philosophy 301.

336 Philosophy of Art (Art 336). 4. (Millholland) Character of aesthetic experience, nature of aesthetic creativity and the aesthetic object, problems of standards of taste and relations of the artist to the community.

401 Contemporary Western Philosophy: Analytic Philosophy. 4. (J. Malino) Main developments in 20th-century Anglo-American philosophy with emphasis on philosophy of language, epistemology, and metaphysics.

402 Contemporary Western Philosophy: Existentialism and Phenomenology. 4. (Millholland) Emphasis on such issues as authentic being and phenomenology of perception.

450 Special Topics. 4. See pages 31, 32. Courses include Philosophy of Science, Language and Mind, Moral Autonomy, Social Philosophy, Vedanta, and courses devoted to individual philosophers, e.g., Plato, Kant, Wittgenstein. May be offered at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

470 Senior Thesis

480 Senior Seminar. 2. Reading and discussion of recent contributions to philosophy.

490 Departmental Honors. See page 33. Credit to be determined.

PHYSICS

*Sheridan A. Simon, Associate Professor,
Chair*

*Rexford E. Adelberger, Associate Professor
Thomas P. Espinola, Assistant Professor*

Computer interfacing, lasers, quarks and supernovae are some of the subjects studied in various courses in the physics department. Both the world and our view of it have been radically changed by the incredible new discoveries of the last century. These discoveries are described and discussed in a nonmathematical way in courses such as *Physics for Non-Scientists* and *Astronomy*, intended specifically for the non-science major, and in a sophisticated and mathematically rigorous way in such courses as *Introductory Classical and Modern Physics*, intended for physical science majors.

The physics major program has three principal commitments: to the student bound for graduate school in physics; to the student bound for a career or graduate school in a related area, such as mathematics, astronomy, teaching, law, medicine, engineering or technical fields; and to adult education, directed toward training professionals in industry, civil service and education for better jobs or enhanced job security. The physics department offers a complete major program at night through the Center for Continuing Education for adults who are employed during the day.

Eight courses in physics, including *Physics 470*, are required for a major, with no more than two being on the 100 level. Generally physics majors take *Physics 121* and *122* as prerequisites to later courses. Four mathematics courses, including *Mathematics 320*, constitute the related field.

Many physics majors have second majors in the liberal arts or mathematics. Others select the option of a dual-degree program in engineering with the Georgia Institute of Technology or Washington University. See page 28.

For science majors outside the physical sciences, the department teaches several courses of interest: two courses in *General Physics* taught without a calculus prerequisite, and two courses, *Mathematics for the Physical Sciences* and *Advanced Mathematical Methods*, which are directed toward both physical science and mathematics majors interested in applied mathematics and mathematical physics.

The physics program at Guilford is a vital and active one in which students and faculty interact constantly in research projects and classes as well as on a non-professional basis.

101 Physics for Non-Scientists. 4. (Adelberger/Simon) Introductory course, intended for students of limited mathematical background not majoring in the physical sciences. Centered on one of two topics: an in-depth look at the physics of the energy problem or a survey of modern physical thought. In both cases, relevance of the laws and their impact on society and the environment are discussed. Laboratory work required. Fulfills laboratory science requirement.

107 Astronomy. 4. (Simon) Introduction to solar system, planetary exploration and colonization, stellar evolution and galactic structure. Black holes, origin of solar system, supernovae, quasars and space travel. Laboratory exercises include use of College and the Tri-College Observatory telescopes. Fulfills laboratory science requirement.

111-112 General Physics I, II. 4, 4. (Adelberger/Simon) Study of ideas developed by physicists to describe nature; dimensional analysis, mechanics, energy, thermodynamics, gravity, electricity and magnetism, optics, wave motions and radioactivity. In addition to traditional laboratory, the student is taught to write programs in the BASIC

computer language and to construct and use computer simulations of physical phenomena. Prerequisite: understanding of algebra and trigonometry, but no previous physics course required. Either course fulfills laboratory science requirement.

121-122 Introductory Classical and Modern Physics I, II. 4, 4. (Adelberger/Simon) Detailed mathematical study of physics; intensive study of applied calculus; Newtonian mechanics (kinematics, dynamics and periodic motion); mathematical introduction to electricity and magnetism; thermodynamics; wave phenomena; atomic, nuclear and particle phenomena. Laboratory examination of the way in which knowledge is distilled from experimental measurements and an experimental investigation of mechanics, optics and electricity; computer programming techniques for both calculational and modeling purposes. Prerequisite: understanding of algebra and trigonometry, but no previous physics course is required; concurrent registration in Mathematics 121, 122. Either course fulfills laboratory science requirement.

201 Optics. 4. (Adelberger/Simon) Theoretical study of wave motion in ideal and dispersive media; particular emphasis on mathematical description of refraction, interference and diffraction, using Fourier transform; computer solving of geometrical optics problems and use of optical measuring devices taught in laboratory. Prerequisites: Physics 122, concurrent registration in Mathematics 225.

222 Mechanics. 4. (Adelberger/Simon) General motion of a particle in a force field; dynamics of rigid body motion; detailed study of damped, forced and coupled oscillators; Lagrangian techniques; computer methods of solution. Prerequisites: Physics 122, Mathematics 122, concurrent registration in Mathematics 225.

301 Electricity and Magnetism. 4. (Adelberger/Simon) Study of electric and magnetic fields leading up to and including Maxwell's equation; behavior of various materials in electric and magnetic fields. Basic techniques of electrical measurement taught in laboratory. Prerequisites: Physics 122, Mathematics 122, concurrent registration in Mathematics 225.

302 Electronics. 4. (Adelberger) Self-paced laboratory course aimed at familiarizing the student with analog and digital electronic components and measuring equipment; laboratory experience in designing and building electronic components. No prerequisites. Fulfills laboratory science requirement.

311 Thermal and Statistical Physics. 4. (Adelberger/Simon) Study of thermodynamics and statistical mechanics and their application to the understanding of thermal interaction; equations of state; laws of thermodynamics; entropy; phase transitions; kinetic theory of gases; classical and

quantum statistics; low- and high-temperature physics. Thermal measuring techniques taught in laboratory along with relevant computer methods. Prerequisites: Physics 122, concurrent registration in Mathematics 255.

320 Mathematics for the Physical Sciences (Mathematics 320). 4. (Adelberger/Simon) Topics of mathematics especially useful to students in the physical sciences: vector analysis, coordinate systems, complex numbers, ordinary differential equations. Fourier series, Fourier and Laplace transforms: tensors, matrices and determinants. Both analytic and computer methods studied, including Runge-Kutta method, Simpson's Rule and numerical Fourier analysis. Prerequisite: Mathematics 225.

322 Atomic and Nuclear Physics. 4. (Adelberger/Simon) Properties of atoms, nuclei and elementary particles; introduction to theory of atomic and nuclear structure beginning with work of Thomson and Rutherford and ending with modern models of the atom and nucleus; atomic interactions with radiation; photon mechanics; relativity; nuclear radioactivity; and neutron physics. Critical experiments that led to important discoveries recreated in laboratory, including the Frank-Hertz experiment, the photoelectric effect, the Zeeman effect and others, including computer techniques such as numerical solution of the Schrodinger equation. Prerequisites: Physics 122, concurrent registration in Mathematics 225.

411 Quantum Mechanics. 4. (Adelberger/Simon) Introduction to modern quantum theory beginning with deBroglie's wave-particle duality, Davisson-Germer experiment; principal formulation of quantum mechanics such as Heisenberg's matrix mechanics and equation of motion, Schrodinger's wave mechanics and equation, Dirac's modern theory and Dirac notation; electron spin and Pauli's exclusion principle. Prerequisites: Physics 320, 322.

420 Advanced Mathematical Methods (Mathematics 420). 4. (Simon) Advanced vector analysis and curvilinear coordinates, tensors, matrices and determinants, functions of a complex variable, partial differential equations and theory of ordinary differential equations, special functions (Legendre, Bessel, Laguerre, Hermite, Chebyshev, gamma and beta), calculus of variations, probability, Stirling's Approximation, the Method of Steepest Ascents, numerical solution of boundary value and initial value problems by computer (heat flow, wave equation, etc.). Prerequisite: Physics 320.

450 Special Topics. 4. See pages 31, 32. Recent offerings include Computer Interfacing, Astrophysics, Solid State Physics, Science and Science Fiction, Technology and Man's Evolutionary Response. May be offered at 250 level. Lower level offerings have included Fluid Mechanics, Digital Electronics, Introduction to Computer Interfacing, Introduction to Astrophysics.

460 Independent Study. 1-4. Recent topics include biophysics, elementary particles, particles and waves, hydraulics, physics of ocean waves, stellar evolution, and internship with the city engineering department. May be offered also at 260 level.

470 Research and Thesis. 4. Although enrollment is normally during the final semester, the student is expected to begin work during the intermediate years on various research projects which will culminate, under guidance, in a well-defined research project and the writing of a thesis during the senior year, in the standard form for technical papers in physics as currently set forth in the *American Institute of Physics Style Manual*. Recent theses include construction of digital logic system, computer simulation of stellar evolution, a theoretical model of a rotating star, and construction of interfaces between data acquisition instrumentation and microprocessors.

POLITICAL SCIENCE

William C. Burris, Professor, Chair

William A. Carroll, Professor

Louis B. Fike, Associate Professor

William E. Schmickle, Assistant Professor

Political science is the study of politics and government. More broadly defined, it is the study of the values, procedures and actions of people and institutions that are related directly or indirectly to the making of authoritative public policy in society. At Guilford College political science is an integral part of the liberal arts curriculum. Perceived as an art as well as a science, the discipline is offered at Guilford in order to encourage student understanding of political behavior in its cultural, ideological, historical and institutional settings.

Eight courses (32 credits) are required for the major in political science, including four specific courses: The American Political System, Political Systems of Western Europe, Introduction to International Politics, and Introduction to the Classics of Political Thought. The four additional courses may be selected from other departmental offerings. Majors are encouraged to take at least one Special

Topics or Independent Study course.

These courses allow students to pursue areas of interest not covered by regular departmental offerings. Majors planning to do graduate work in political science must complete a senior thesis or earn departmental honors. In addition to the eight political science courses, majors must take four courses in related fields, selected with the assistance of the student's departmental adviser.

Students whose major is not political science may have a related field in political science, consisting of four courses in political science, two of which must be above the 200 level. The related field may be either general or in particular areas of the discipline. For related fields in particular areas, appropriate Special Topics and Independent Study courses within the discipline may be substituted with the approval of the department chairperson.

A senior major with an average of 3.5 in political science courses may undertake a program of study leading to departmental honors in political science. The student does extensive reading on a particular area of the discipline and writes an honors thesis on a topic within that area under the direction of a member of the department. The program culminates in an oral examination conducted by three members of the faculty and a visiting examiner. Should a student be awarded a grade of less than B, the designation of the course will be changed from Political Science 490 Departmental Honors to Political Science 470 Senior Thesis. A major interested in departmental honors should consult with the departmental chairperson, preferably before the beginning of the senior year.

A major interested in pursuing a degree through Curriculum II should consult page 32 and the department chairperson, preferably before the beginning of the junior year. A major interested in certification to teach social science in the public schools should consult the chairperson of the education department.

101 The American Political System. 4. (Carroll)

The policymaking process in the United States, political culture, political ideologies, structure and function of both official and unofficial political institutions. Counts toward social science requirement.

102 Political Systems of Western Europe. 4.

(Burris) Comparative analysis of the political systems of Great Britain, France and West Germany; cultural traditions, political ideologies, political parties, political behavior and executive-legislative relations. Counts toward social science requirement.

201 Introduction to International Politics. 4.

(Schmickle) International political conflict in the modern world, with particular reference to major historical trends and problems of war and peace. Counts toward social science requirement.

202 Politics of State and Local Government. 4.

(Burris/Carroll) Government and politics in the American states; the federal system; the function of political parties and interest groups; the legislature, executive and judiciary.

203 Introduction to the Classics of Political Thought. 4. (Fike)

Critical analysis of great works which reflect the fundamental themes and assumptions of Western political thought. Counts toward social science requirement.

225 The American Presidency. 4. (Carroll)

The concept of the executive. Nomination and election. Delegated, implied and inherent powers. Relationship to other branches of government.

270 The Politics of Nazi Germany. 4. (Fike)

A study of the origins of National Socialism and the emergence of the Nazi regime, terror and engineered consent and the long-run consequences of Nazism.

302 Legal Thought in Historical Perspective

(Administration of Justice 302). 4. (Fike)

Examination of Western legal thought, stressing the relationship between legal reasoning, legal doctrine and the idea of justice; development of Western legal thought studied in its historical context; its relevance to contemporary legal issues.

310 Soviet Politics. 4. (Schmickle)

An examination of Soviet society, politics and public policy; a brief review of Russian political history and the origins of the Stalinist state; a study of Soviet political culture, Marxism-Leninism and selected issues in public policy, including nationalities, agriculture and dissent.

311 Comparative Political Parties. 4. (Burris)

Structure, roles and functions of party systems in the policy making processes of the Western democracies; special attention to the American party system.

312 Culture and Politics in Germany. 4.

(Burris) An examination of the cultural roots of

German politics in the 20th century; the rise and decline of liberalism after 1848, the Empire, the Weimar Republic and the Bonn Republic; special emphasis on the relationship between literature, art, social change and contemporary political thought and action.

323 Revolution and Ideology in the Third World. 4. (Schmickle)

Comparative study of varieties of Marxism bearing on social, economic and political development in the less industrialized world. Evolutionary development of economic, political, historical and revolutionary doctrine from Marx and Engels, through Lenin, Trotsky, Stalin, to Mao and a select survey of Marxist thought in Asia, Africa and Latin America.

337 English Constitutional and Administrative

Law. 4. (Carroll) A study of the English Constitution: its sources, the Crown, the Prerogative, the Privy Council, the Parliament and the Courts. A study of English administrative law, emphasizing judicial review of administrative actions.

338 Seminar in International Politics. 4.

(Schmickle) Major theoretical approaches to the study of the modern international system, with special attention to significant contemporary problems.

340 Politics and Strategy in World War II. 4.

(Fike) A study of the aims and strategic plans of the major belligerents of World War II; the military preparedness of the participants; the impact of politics and strategy on major military operations; the politics and diplomacy of coalition warfare; and the postwar consequences of wartime political and strategic decisions.

342 American Foreign Policy. 4. (Schmickle)

Institutions and processes involved in making American foreign policy; the substance and selected problems of contemporary policy.

435 Constitutional Law in the Political Process

I (Administration of Justice 435). 4. (Carroll)

Role of the courts and judges in the policy making process, with emphasis on the relationships among the three basic branches of the national government and between the national government and the states.

436 Constitutional Law in the Political Process

II (Administration of Justice 436). 4. (Carroll)

Role of courts and judges in the policymaking process, with emphasis on the rights protected against national and state governments.

450 Special Topics. 4. See pages 31, 32. May be offered also at 250 level.

460 Independent Study. 1-4. Reading programs, tutorials or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished are at the discretion of the instructor. May be offered also at 260 level.

470 Senior Thesis. 4. Required of all students planning to enter graduate school. See department chairperson for rules and standards.

490 Departmental Honors. 4, 8. See page 33 for College requirements; specific rules and standards of political science may be obtained from department chairperson.

PSYCHOLOGY

Jerry C. Godard, Dana Professor of Psychology and Literature, Chair
William R. Rogers, Professor of Psychology and Religious Studies

Jacqueline Ludel, Associate Professor of Biology and Psychology

Claire K. Morse and Richard L.

Zweigenhaft, Associate Professors
Kathrynn Adams, Assistant Professor

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth and adjustment, respect for others and social responsibility. The curriculum in psychology is designed to familiarize the student with current methods and theories in areas of investigation such as learning, personality, social interaction, motivation and perception. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect: to develop rigorous habits of observation with reference to psychological phenomena; to become aware of the need for statistical orientation in the manipulation of psychological data; to avoid the simple explanation; and to recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

A major in psychology consists of eight courses (32 credits). Three of these are

required of all majors: General Psychology, Research Methods and either Theories of Personality or History and Contemporary Issues. The other five are to be distributed among intermediate level courses, advanced courses and electives. Majors should consult with members of the department concerning the selection of these five courses. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's adviser or any other departmental staff member.

Special programs are offered in conjunction with Greensboro College for teacher training in the areas of learning disabilities, the mentally handicapped and the emotionally handicapped. A program in early childhood education, leading to certification in elementary education with a major in psychology, is available. Students in the administration of justice program may also specialize in psychology. A complete major program is offered at night for students enrolled through the Center for Continuing Education. Field experiences are strongly encouraged. Recent majors have received credit through internships for activities such as work in a community with autistic, retarded and emotionally disturbed children; with the elderly; with children at the YWCA; and with such organizations as Switchboard and the Crisis Control Center. Similarly, the department encourages students to pursue their interests in specific topics not offered as regularly scheduled courses through independent studies. Should the student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. For qualified students wishing to teach psychology as a vocation, the department offers guidance toward graduate training.

200 General Psychology. 4. (Department) Introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological testing and

behavior disorders. Counts toward social science requirement.

224 Developmental Psychology. 4. (Adams) Psychological aspects of human growth and development from conception through death, with emphasis on emerging capacities, expanding behavior and increasingly complex social interactions. Includes field work. Counts toward social science requirement.

232 Introduction to Personality. 4. (Godard/Zweigenhaft) The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality and mental health. Counts toward social science requirement.

290 Internship. 4. (Department) Field experiences which are individually arranged so that students can become directly involved in work within the community. Highly recommended for all majors.

301 Research Methods. 4. (Morse) Application of methods for collecting and handling behavioral science data and for making inferences from such data. Prerequisite: Psychology 200.

302 Learning and Behavior Modification. 4. (Morse) Laboratory course in theory and application of conditioning and complex learning, including principles of reinforcement and stimulus control. Emphasis on conditioning and its role in emotionality and psychosomatic disorders. Laboratory training in operant techniques. Prerequisite: Psychology 200. Alternate years, beginning 1984-85.

331 Educational Psychology. 4. Application of research on human learning, motivation, social interaction and individual differences to teaching and learning problems in the elementary and secondary school classroom.

332 Industrial and Organizational Psychology. 4. Application of psychology to problems of employee selection, motivation, training, work environment and human relations in business, industry and other organizations. Alternate years, beginning 1985-86.

336 The Exceptional Child. 4. (Adams) Psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, intellectually superior, physically handicapped and emotionally disturbed; observation of exceptional children in specialized educational settings. Alternate years, beginning 1984-85.

337 Emotional Disturbances in Childhood. 4. (Adams) Childhood problems encountered by clinical psychologists, special education teachers, social workers, counselors and school psychologists examined in the context of normal child development. Emphasis on psychological factors in deviant and disturbed behavior and treatment

procedures. Observation of exceptional children in specialized educational settings. Prerequisite: Psychology 224 or 232. Alternate years, beginning 1985-86.

340 Psychobiology (Biology 340). 4. (Ludel) Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years, beginning 1985-86.

342 Abnormal Psychology. 4. (Godard) Abnormal behavior studied in the context of modern life; genetics, sociocultural milieu and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 200 or 232.

343 Sensory Systems (Biology 343). 4. (Ludel) Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years, beginning 1984-85.

344 Psychological and Educational Testing. 4. (Adams) Construction, administration, scoring and interpretation of psychological and educational tests, questionnaires and scales. Prerequisite: Psychology 301. Offered every third year, beginning 1983-84. (May be offered more frequently if the need arises.)

347 Social Psychology. 4. (Zweigenhaft) Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: Psychology 200 or 232 or consent of instructor.

441 Theories of Personality. 4. (Godard/Zweigenhaft) Major theoretical attempts to explain human personality, basis on relevant clinical and experimental data. Open to senior psychology majors or by consent of the instructor.

445 History and Contemporary Issues. 4. (Departmental) Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisite: senior standing and five courses (20 credits) in psychology, including 301. Non-majors admitted by departmental approval.

450 Special Topics. 4. See pages 31, 32. Recent offerings include Psychology of Family, Aging, and Mass Media. May be offered also at 250 level.

460 Research Topics. 1-4. Intensive reading and/or independent research on a topic of interest to the student. By departmental approval. May be offered also at 260 level.

470 Senior Thesis. 4.

490 Departmental Honors. See page 33. Credit to be determined.

RELIGIOUS STUDIES

John H. Stoneburner, Craven Professor of Religious Studies, Chair
R. Melvin Keiser, Professor
William R. Rogers, Professor of Psychology and Religious Studies
Joseph W. Groves, Assistant Professor

Religion is the dimension of mystery and ultimate meaning in life. In the exploration of this dimension through religious studies, the student encounters many questions of both personal and cultural import, such as: Who am I? What are the fundamental commitments by which I live my life and make my decisions? What is the nature of the physical and social world in which I live as a self? What should I do and be in relation to the ultimate mystery of God? How do our metaphors and myths express this mystery and transform our selves? Since these questions are inherently interdisciplinary, explorations of them involve not only religion but also the intersection of religion with the humanities and the arts, the natural and social sciences.

Central to the tradition of the Society of Friends is the individual religious quest into the complexity of existence. The religious studies faculty seeks to encourage students in this quest, making them aware of real and difficult questions and assisting them in working out personal answers in the light of solutions offered by contemporary culture, the Christian tradition and other religious traditions.

The search is initiated in 100 and 200 level courses. All Guilford students may enroll in these and satisfy a part of the humanities requirement. With permission of the instructor, more difficult or more narrowly defined upper level courses may be used for the same purpose or to develop further personal religious reflection.

Students continuing the search may choose a major in religious studies. Their reasons for doing so will vary: to acquire a

deep and broad liberal arts education, to prepare for graduate school in order to teach in college or high school, or to prepare for a career in the ministry or religious education. Majors are encouraged to work out, in consultation with an adviser, individual programs according to their own interests and needs and their own reasons for majoring in religious studies. However, all are generally expected to engage in work that is contemporary, interdisciplinary, historical, biblical and ethical. The usual pattern includes two contemporary courses, such as Contemporary Images of the Self, Contemporary Theology, or God and Language; one interdisciplinary course, such as Religion and Psychology or Science or Poetry; one historical course, History of Christianity; two biblical courses, Old and New Testament; one ethics course, such as Christian Ethics or Christian Attitudes on War and Peace.

Introductory Courses

100 Myth, Dream, Metaphor. 4. (M. Keiser) Consideration of the nature of religion within existence by exploring how symbols function in dream, myth and literature through such writers as Jung, Barfield, Eliade, Campbell, Ricoeur, McFague, Hopkins, Herbert, Woolman and C. S. Lewis. Counts toward humanities requirement.

101 History of Religion in America. 4. (J. Stoneburner) Exploration of development of religion in American culture through writings from American Indians, Puritans, the Enlightenment, Transcendentalists, Revivalists, Utopians, Black religion, and 20th century theological views of American religious history, in the effort to make students more aware of their religious heritage and to help them clarify personal views about religion. Counts toward humanities requirement.

102 Christian Imagination. 4. (M. Keiser) Inquiry into nature of Christianity as expressed in a variety of genres in literature and the arts, drawn from biblical, medieval and modern culture. Counts toward humanities requirement.

104 Existentialism and the Death of God. 4. (M. Keiser) Investigation of freedom, self, death and God in Christian, Jewish and atheistic Existentialist thinkers such as Sartre, Marcel, Buber, Camus, Keen and Tillich. Counts toward humanities requirement.

105 Prophecy and Ecstasy. 4. (Groves) Explores the nature of ecstatic religious experience in different cultures, focusing on primitive societies, biblical

times and modern society. Analyzes these religious experiences by applying the tools of anthropology, sociology and psychology. Counts toward humanities requirement.

202 Eastern Religions. 4. (Staff) Hinduism, Buddhism, Islam; resemblances to and differences from the attitudes and presuppositions of Christianity and Judaism. Fulfills intercultural requirement or counts toward humanities requirement.

203 Buddhism (Philosophy 203). 4. See page 98.

204 Islam. 4. (Groves) Studies the historical development of Islam, the content of the Qur'an, Muslim religious practices, and Islam's relationship to Western culture and religion. Fulfills intercultural requirement or counts toward humanities requirement.

210 Quakerism. 4. (M. Keiser) History and principles of the Society of Friends; how the Quaker impulse spread and found expression under various conditions. Counts toward humanities requirement.

215 Old Testament. 4. (Groves) Explores the varied modes of religious expression in the Old Testament, emphasizing the nature of history, myth and prophecy. Studies their interactions and differences as they deal with the nature of God, humanity and the community of Israel. Fulfills the history requirement or counts toward the humanities requirement.

216 New Testament. 4. (Groves) Explores the literature of the New Testament, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community. Counts toward the humanities requirement.

221 Philosophy of Religion (Philosophy 221). 4. See page 98.

232 Christian Ethics. 4. (Groves/M. Keiser) Principles and contemporary problems, including those of church, family, community, state, economic order, society and the world community. Counts toward humanities requirement.

233 Christian Attitudes on War and Peace. 4. (Groves) Explores the problems surrounding the use of violence through a study of the principal Christian attitudes toward warfare: pacifism, the just war theory, the crusade and liberation theology. Emphasizes the religious and philosophical bases of these attitudes and their application to current international crises. Counts toward humanities requirement.

Intermediate Courses

300 Contemporary Theology. 4. (M. Keiser/J. Stoneburner) The contemporary Christian

theological situation in America and Europe approached through a consideration of several religious thinkers of the previous and present generations, such as Barth, Bullmann, Tillich, the Niebuhrs, Moltmann, Cobb, Küng, Gutierrez and Ruether. Taught alternate years beginning 1985-86. Prerequisite: permission of instructor. Counts toward humanities requirement.

310 Religion: An Interdisciplinary Perspective. 4. (M. Keiser/J. Stoneburner/Groves) Explorations in problems lying on the boundaries between religion and the natural and social sciences and the humanities; taught jointly with faculty from other disciplines. Topics may include Freud, Jung, Rank (with psychology); Science and Religion (with chemistry or geology); Realization of the Self through Love (with English). With different content, may be repeated more than once. Prerequisite: permission of instructor. Counts toward humanities requirement.

320 Contemporary Images of the Self. 4. (J. Stoneburner) Inquiry into nature and destiny of the self as viewed by a number of significant religious and secular thinkers such as Camus, Wiesel, Pieper, Becker, Daly, Niebuhr, Marcuse, Berry and Heschel. Counts toward humanities requirement.

337 History of Christianity. 4. (J. Stoneburner) Development of Christianity from its beginnings to the end of the 19th century through a consideration of major thinkers, events and institutions. Alternate years, beginning 1985-86. Counts toward humanities requirement.

351 Primitive Myth. 4. (M. Keiser) Is myth indispensable to being human? What is the nature and function of myth and symbol? How does myth relate to self, sexuality, society, nature, time and ultimate reality or the sacred? Why do primitive cultures engage in this imaginative play in story and ritual? Is there in our modern scientific culture a comparable mythic dimension? Exploration of the nature of primitive myth, in comparison with modern mythology, through such thinkers as Campbell, Sewall, Eliade, Capra, Jung, Levi-Strauss. Counts toward humanities requirement.

Advanced Courses

422 Contemporary Religious Problems. 4. (M. Keiser) Exploration of one major contemporary thinker or problem, such as Religion, Language and the Body (Merleau-Ponty); God and Language (Wittgenstein); Religion and Symbol (Ricoeur). With different content, may be repeated more than once. Prerequisite: permission of instructor. Counts toward humanities requirement.

440 Seminar in Historical Studies. 4. (M. Keiser/J. Stoneburner) Consideration of influence of one or several formative thinkers on religion, the religious situation within one cultural period, the

religious history of a particular country or a specific historical theme. With different content, may be repeated more than once. Prerequisite: permission of instructor. Counts toward humanities requirement.

445 Seminar in Biblical Studies. 4. (Groves) Intensive consideration of a single topic, such as the prophets, the growth of Old Testament books, methods of biblical interpretation, the synoptic gospels, the theology of Paul, apocalypticism. Prerequisite: Religion 215 or 216 or permission of the instructor. Counts toward humanities requirement.

450 Special Topics. 4. See pages 31, 32. Possible offerings include *Feminine Images in Biblical and Christian Literature*; *Propheticism: Archaic, Biblical and Modern*; *Passion: From Plato to Polanyi*; *Social Reform and Personal Therapy*; *19th and 20th Century American Religion*. May be offered also at 250 level.

460 Independent Study. 1-4. Individual formulation of and completion of a study of a significant problem in the field of religion, such as *Play, Celebration and Worship*; *Existential Psychology*; *Alchemy*; *Contemporary Social Change in the Church*; *Creativity and Imagination*. May be offered also at 260 level.

470 Senior Thesis. Credit variable. Individual study culminating in a thesis, which, in consultation with the adviser, may be submitted for departmental honors. Recent titles are *Artifice and Meaning in Religion and Poetry*, *From Eschatology to History*, *The Religion of Three 19th Century Suffrage Leaders*, *The History of Glossolalia*, *The Self and Society*; *Kirkegaard*, *The Servant of the Lord*; *Studies in Deutero-Isaiah*.

SOCIOLOGY/ ANTHROPOLOGY

Vernie Davis, Associate Professor, Chair
Cyrus M. Johnson, Professor
Paul E. Zopf Jr., Dana Professor
Barton A. Parks, Associate Professor

Sociology and anthropology study society and culture. Since people live every aspect of life within a complex, sociocultural environment, it is only possible to develop the self fully with extensive knowledge of that environment. Sociology and anthropology help provide knowledge as a basis for understanding our relationships with society, culture and each other, and for comprehending and guiding sociocultural change. The sociology/anthropology department uses

the methods, theories and content of both fields in a scientific and humanistic context that emphasizes an objective appraisal of social life, concern for its quality and techniques for its improvement. Knowledge without concern and concern without knowledge are incomplete; they are much in need of each other to provide directions and techniques for understanding and improving the human condition.

Career preparation is important in the department and is based on the concept of sociology/anthropology as both humanistic and scientific. Recent graduates have gone into such areas as professional sociology and anthropology, social services in a wide range of agencies, religious organizations, youth services, community planning and the Bureau of the Census. Other graduates have become YMCA or YWCA officers; staff specialists with members of Congress; journalists or editors; members of police departments; court officers; corrections personnel; teachers in high schools and colleges; or volunteers in the Peace Corps, VISTA or charitable and welfare agencies.

During the college years, there are many opportunities for field work with various kinds of private and public agencies, independent study projects, off-campus seminars, seminars on special topics and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student and who have made major commitments to high quality teaching. A semester or a summer of study abroad or in a markedly different part of the student's own culture also is encouraged to help strengthen the cross-cultural perspective.

In addition to the specific content listed, each course focuses to some extent on social processes, especially those that help to create and resolve social problems.

The major consists of eight courses (32 credits), including *Principles of Sociology*, *Social Problems*, *Methods of Research*, and *Social Theory*. Beyond these, the

variety of courses makes it possible for students to tailor major and related field programs to their own interests and long-range plans. These plans may be furthered by differing emphases within the program. Students may train for various careers using the bachelor's degree; they may look toward graduate school; or the goal may be certification for secondary school teaching or concentration in social services. A related field supports and broadens the major.

The major in sociology can be completed at night by students enrolling through the Center for Continuing Education. The department offers an introductory course every semester and the remaining required courses for the major are rotated on a two-year cycle. Additional work in sociology is offered at night as needed.

101 Principles of Sociology. 4. (Department) The most significant principles developed in the field illustrated through problems and cultural area studies; scientific approaches to the study of society, the culture concept, social structure, social processes and socialization. Counts toward social science requirement.

102 Social Problems. 4. (Department) Content may vary with the instructor, but each course develops a frame of reference for the study of social problems and covers some of the major problems of contemporary society. Counts toward social science requirement.

103 Cultural Anthropology. 4. (Davis) The nature of culture and its relationship to our thought and behavior. Various approaches of anthropologists toward understanding culture and the insights the study of other cultures provides toward understanding our own. Includes hunting and gathering, horticultural, agrarian, industrial and contemporary global culture patterns. Counts toward social science requirement.

205 Juvenile Delinquency (Administration of Justice 205). 4. See page 68.

221 Sociology of Rural and Developing Areas. 4. (Zopf) Demography and human ecology of rural areas, social organization and structure, social processes, socioeconomic development of emerging nations. Fulfills intercultural requirement.

222 Sociology of Urban Life (Administration of Justice 222). 4. Urban ecology, processes and social institutions; community and problems of community organization in urban settings; major

problems generated by urbanization including selective migration, segregation and the quality of urban life.

224 Sex Roles and Family Patterns. 4. (Davis) Impact of culture on gender roles and relationship of sex roles to other aspects of culture. Interrelationships between family, society and individual; dynamics of family interaction over its life cycle; cross-cultural, historical and contemporary.

265 Racial and Ethnic Relations. 4. (Johnson) Racial and ethnic differences, similarities and relationships; attitudes about race and ethnicity; present status of racial and ethnic groups; dynamics of their changing relations.

290 Internship. 4. (Department) Supervised and reported experience in social agencies, organizations or related institutional services. Only four credits may count toward major.

318 Demography (Administration of Justice 318). 4. (Zopf) Theory, determinants and consequences of population conditions; size and distribution; composition, vital processes, migration and growth of population; emphasis upon problem aspects, especially excessive size and rate of growth.

333 Criminology (Administration of Justice 333). 4. See page 68.

335 Introduction to Social Service. 4. (Department) Analysis of social work profession; interrelationships between social welfare programs and sectors of the economic system; problems of clients and professionals. Prerequisite: Sociology 101 or 102 and permission of instructor.

339 Methods of Research. 4. (Davis) Examination of the scientific method; the philosophy, logic and potential of social science; introduction to the major research methods and techniques of sociology and anthropology. Open only to majors or by permission of instructor.

353 Cultural History of Latin America. 4. (Zopf) Contemporary cultures and societies; current levels of development and social problems; projected development; historical antecedents, including Iberian and pre-Columbian cultures, discovery and conquest, colonial empires and institutions, and the emergence of the independent republics. Fulfills intercultural requirement.

354 Cultural History of South Asia. 4. (Beidler) Study of major cultural institutions of India, Pakistan, Nepal and Ceylon in historical perspective, including village and urban life, language, literature, art, political and social structure. Fulfills intercultural requirement.

358 African Culture. 4. (Davis) Survey of traditional culture patterns in Africa South of the Sahara, and examination of the processes of change in contemporary Africa. Profiles of African cultures

as seen by African writers and by anthropologists. Fulfills intercultural requirement.

440 Social Theory. 4. (Zopf) Basic social theory and non-theoretical thought; early philosophical bases, 19th-century thought, and contemporary theory; current state, usefulness and shortcomings of the existing body of social theory; emphasis on social and cultural systems. Open only to majors or by permission of instructor. Prerequisite: Sociology 339.

450 Special Topics. 4. See pages 31, 32. Recent topics include Conflict Resolution Strategies, Conflict and Change, Conflict and Cooperation, Mass Media in the USA. May be offered also at 250 level.

460 Independent Study. 1-4. Recent studies include Nicaraguan Revolution, English Environmental Social Movement, Sex Roles -Theory and Observations. May be offered also at 260 level.

470 Senior Thesis. 4. Recent topics include Application of Theories to Nicaraguan Revolution, and Analysis of North Carolina Foundations.

490 Departmental Honors. 4. See page 33. Honors and credit for grade of B or above; credit only for grade less than B.

SPORT STUDIES

*Jerald D. Hawkins, Associate Professor,
Chair*

Herbert T. Appenzeller, Professor

Joyce P. Clark, Associate Professor

John E. Jensen, Assistant Professor

Charles E. Forbes, Thomas V. Saunders, and

Kathleen A. Tritschler, Instructors

The department of sport studies seeks to achieve its goal of "a sound mind in a sound body." Programs include professional preparation in teaching and coaching, sport management, sports medicine and an activity program.

Students in the elective activity program may receive up to four academic credits in courses including aquatics, archery, dance, horseback riding, physical fitness, racquetball, softball, tennis and weight training.

A Bachelor of Science degree program in physical education (teacher/coach preparation) offers the potential for teacher certification in kindergarten grades through secondary school. Candidates participate in laboratory

experiences in area schools, recreation programs and facilities for exceptional persons.

A Bachelor of Science degree program in sport management is offered for those students desiring a career in one of the many segments of the sports business community. This interdisciplinary program is conducted in cooperation with the College's department of management.

A Bachelor of Science degree program is offered in sports medicine. Students desiring to pursue careers in sport injury management (athletic training) or exercise science are afforded the opportunity to study in the specific area of their choice.

All three sport studies programs contain strong interdisciplinary and field-based components with significant opportunities for practical experience.

100 Basic Activities. 1. Instruction in a variety of activities such as ballet, ice skating, gymnastics, swimming, golf, tennis, racquetball, horseback riding, basketball, volleyball and softball.

101 Racquet Sports. 1. Emphasis on skill development, methods, materials and evaluation techniques in tennis, racquetball and badminton. For majors.

102 Aquatics. 1. Emphasis on skill development, methods, materials and safety skills. For majors.

103 Dance and Rhythmic Activities. 1. Emphasis on skill development, methods and materials. For majors.

104 Gymnastics. 1. Emphasis on skill development, methods, materials and safety skills involved in stunts, tumbling, floor exercise, apparatus and trampoline activities. For majors.

200 Fitness for Living. 2. A basic study of selected systems of the human body and their responses to exercise. Emphasis on personal nutrition and its relationship to fitness, the development and implementation of personal fitness programs and the relationship of fitness to health. Laboratory, lecture and participation classes will be included. (Elective; available to all students).

240 Foundations and Principles of Sport and Physical Education. 2. A study of the historical and philosophical concepts of physical education and cognate areas.

242 First Aid. 2. A study of basic first aid and emergency care procedures resulting in American Red Cross first aid and cardiopulmonary resuscitation certification.

244 Personal and Community Health. 2. A study of basic concepts of personal and community health with emphasis on contemporary health issues.

321 Kinesiology. 4. A study of the neuromuscular and mechanical principles which influence human movement. Prerequisites: Biology 341, 342.

322 Scientific Foundations of Sport and Physical Education. 4. A study of the physiological and kinesiological foundations of physical activity and their application to physical education and coaching. Prerequisites: Biology 341, 342.

323 Exercise Physiology. 4. A study of human physiological responses to physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory and nervous systems and various training programs and testing procedures related to each. Prerequisites: Biology 341, 342.

325 Fundamental Concepts in Sports Medicine. 2. A study of basic principles involved in the prevention, care and rehabilitation of sports injuries. Prerequisites: Biology 341, 342.

330 Introduction to Sport Management. 4. An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports industry community.

332 Research Methods in Sport and Physical Education. 4. A study of the methods and materials utilized in sport research.

336 Psychological Aspects of Sport. 2. A study of basic concepts and theory related to the relationship of psychology and sport. Emphasis is placed on current research.

341 Methods of Teaching Individual and Dual Activities. 2. A study of the skills, rules, strategies and teaching methods and materials in such activities as archery, golf, bowling, badminton and tennis.

342 Methods of Teaching Team and Group Activities. 2. A study of the skills, rules, strategies and teaching methods and materials in selected team and group activities.

346 Physical Education for the Exceptional Child. 2. A study of the methods and materials used in teaching physical education activities for physically, mentally and emotionally impaired persons.

348 Physical Education for the Elementary School. 4. A study of the methods and materials used in teaching of movement activities. Content includes folk, square and social dance. Practical school experience.

351 Theory and Techniques of Coaching Football. 2. A study of the science of coaching football including conditioning techniques, skill

teaching, strategy development and various coaching systems.

352 Theory and Techniques of Coaching Basketball. 2. A study of the science of coaching basketball including conditioning techniques, skill teaching, strategy development and various coaching systems.

353 Theory and Techniques of Coaching Volleyball. 2. A study of the science of coaching volleyball including conditioning techniques, skill teaching, strategy development and various coaching systems.

354 Theory and Techniques of Coaching Baseball/Softball. 2. A study of the science of coaching baseball and softball including conditioning techniques, skill teaching, strategy development and various coaching systems.

355 Theory and Techniques of Coaching Track and Field. 2. A study of the science of coaching track and field including conditioning techniques, skill teaching, strategy development and various coaching systems.

360 Seminar in Teaching. 1. Firsthand teaching experience in a variety of situations. Pass/fail grading. May be repeated three times.

361 Organization and Administration of Intramurals. 1. A study of the organizational and administrative concepts involved in the development and implementation of an effective intramural program.

421 Nutritional Aspects of Human Performance. 2. A study of the effects of foods and other ingestants on athletic performance. Content includes diet analysis, special diets, weight control and the use of ergogenic aids.

425 Advanced Concepts in Sports Medicine. 4. An in-depth study of advanced sports medicine concepts including a comprehensive examination of orthopedic aspects of sports injuries, administrative procedures in sports medicine, and research and diagnostic techniques in exercise physiology. Prerequisites: Sport Studies 323, 325.

428 Sports Medicine Internship I. 2-8.

429 Sports Medicine Internship II. 2-8. Field experience in one or more of the following areas of sports medicine: athletic training, exercise physiology laboratory techniques, or exercise prescription and leadership. Prerequisites: Sport Studies 323, 325.

432 Legal Aspects of Sport. 4. A study of the legal aspects of sport in contemporary society. Emphasis is placed on those legal issues that relate to amateur sports.

435 Seminar in Sport Management. 2. A study of problems, issues and trends in sport with a systematic review of the material in other sport management courses.

438 Sport Management Internship I. 2-8.

439 Sport Management Internship II. 2-8. Field experience in sport management, culminating in the completion of a research project.

441 Organization and Administration of Sport and Physical Education. 4. A study of the

organizational and administrative aspects of the school physical education and athletic programs. Emphasis is placed on administrative philosophy, programming and budget theory. Prerequisites: Sport Management students must have completed Management 120; all students must have completed Sport Studies 240.

443 Measurement and Evaluation in Physical Education. 2. A study of various evaluation techniques utilized in physical education including tests of physical and motor fitness, anthropometric measures and basic statistical techniques.

460 Independent Study. 1-4. Independent research in an area of special interest under the direction of appropriate faculty. Prerequisite: permission of department. May be offered also at the 260 level.

Note: Students wishing to enroll in a two-credit course should enroll in two such courses unless departmental permission is granted for single course enrollment.



Going for two.

Department of Sport Studies **Major Program Requirements**

In addition to the College core requirement (56 semester hours), the following courses are required for completion of the physical education, sport management and sports medicine majors:

Physical Education Major Courses		Sport Management Major Courses		Sports Medicine Major Courses	
SPST 101	1	SPST 240	2	SPST 240	2
SPST 102	1	SPST 330	4	SPST 242	2
SPST 103	1	SPST 332	4	SPST 244	2
SPST 104	1	SPST 336	2	SPST 321	4
SPST 240	2	SPST 432	4	SPST 323	4
SPST 242	2	SPST 435 (2)	4	SPST 325	2
SPST 244	2	SPST 438 and/or		SPST 336	2
SPST 322	4	439	8	SPST 346	2
SPST 325	2	SPST 441	4	SPST 421	2
SPST 336	2		32	SPST 425	4
SPST 341	2			SPST 428 and/or	
SPST 342	2			429	8
SPST 346	2			SPST 443	2
SPST 348	2				36
SPST 350 (2)	4				
SPST 360 (2)	2				
SPST 441	4				
SPST 443	2				
	38				
Related Courses		Related Courses		Related Courses	
BIO 341	4	ECON 222	4	BIO 341	4
BIO 342	4	ACCT 201	4	BIO 342	4
PSY 331	4	ACCT 202	4	CHEM 111	4
ED 221	4	MGMT 241	4	CHEM 112	4
ED 367	4	MGMT 324	4	BIO/PSY 340	4
ED 420	4	MGMT 321	4		20
ED 440	12		24		
	36				
		Electives	16	Electives	16
Total	132	Total	128	Total	128

GENERAL STUDIES

Although general studies is not a department of the College, the heading is used to describe all courses which fall outside the traditional departments. Examples of recent courses include:

200 Library Research Skills. 1. Basic research strategy to help students secure information they need in an academic library. The course teaches students how to locate and use material in books, professional journals, magazines and newspapers; to use microform and microform equipment; to utilize resources in the reference room; to write footnotes and bibliographies; and to operate audio-visual equipment. Pass/fail grading.

225-226 Medieval People. 1. This course is scheduled to meet six times each semester at the home of Mel and Elizabeth Keiser. It is intended to provide a meeting of those interested in Medieval Studies in general, or in the Medieval Studies Concentration specifically. Various topics, usually featuring important Medieval people, are discussed

by a number of different faculty members and others.

250 Special Topics. Recent courses taught under this number:

Adults in Transition. Offered for men and women who have been away from an academic environment for several years. The central focus of the course will be to come to terms with problems as well as prospects involved in life changes. Reading and writing autobiography — close examination of phases of our lives and the lives of others — will be a major means of working with these adult transitions. The course will also include the teaching of academic skills as needed, and journaling. Will fulfill the IDS 101 requirement or one of the two humanities requirements.

Survey of Dance. This course offers a survey of dance from ancient Egypt through the present. Understanding the history of dance provides a base for evaluating today's differing choreographic forms. The student will become familiar with classical and modern ballet, modern dance, and pure movement and contemporary choreographic forms.



In the language lab.

VII. Personnel

BOARD OF TRUSTEES

Seth C. Macon, Chairman, Greensboro
Howard H. Haworth, Vice Chairman,
Morganton
Eldora H. Terrell, Secretary, High Point
Dewey L. Trogon, Treasurer,
Greensboro

William R. Rogers, President, ex officio
James C. Newlin, Director of
Development and Financial Affairs,
Assistant Secretary

Richard D. Behrends, High Point
Walter P. Blass, New York, NY
Joseph M. Bryan, Jr., Greensboro
Alvis E. Campbell, Atlanta, GA
James F. Childress, Charlottesville, VA
John W. Davis III, Winston-Salem
J. Wilbert Edgerton, Chapel Hill
William B. Edgerton, Bloomington, IN
Marietta M. Forlaw, Greensboro
James T. Forsythe, New Orleans, LA
Stanley Frank, Greensboro
William P. Kemp, Jr., Goldsboro
Miriam Levering, Ararat, VA
Charles A. McLendon, Greensboro
Ed Mendenhall, High Point
Charles F. Milner Jr., Lancaster, PA
David R. Parker Jr., High Point
Elizabeth G. Parker, George
Herbert T. Ragan, Archdale
J. Paul Reynolds, Wilmington
Alfred N. Schiff, Greensboro
Sidney F. Tomlinson Jr., High Point
John H. Stoneburner, Faculty
Representative
Alexander R. Stoesen, Alternate Faculty
Representative
Thomas Jarrell, Student Representative

Emeriti

William L. Beamon, Burlington
Edwin A. Beschere, Greensboro
Luby R. Casey, Goldsboro
Joseph J. Cox, Greensboro
Byron Haworth, High Point
Hugh W. Moore, Greensboro
Rufus White, Greensboro

BOARD OF VISITORS, 1983-84

The Board of Visitors of Guilford College is a group interested in and informed about the programs at Guilford College. Members advise administrative officers and trustees of the College, serve as ambassadors of goodwill for the College, and otherwise aid Guilford in accomplishing its programs and objectives. Ex officio members of the Board of Visitors are the President of the College, the Director of Financial Affairs and the Director of Planned Giving.

Executive Committee

Philip R. Gelzer, Greensboro, Chairman
Ann R. Lineweaver, Greensboro, Vice
Chairman
William F. Black, Greensboro,
Secretary-Treasurer
Ronald A. Crutcher, Greensboro,
Member
Gail M. LeBauer, Greensboro, Member
Victor M. Nussbaum, Greensboro,
Member
William L. Opdyke, Greensboro,
Member

Membership

Charles R. Adams, High Point
F. James Becher Jr., Greensboro
John R. Belfi, Greensboro
James S. Belk, Greensboro
W. Mente Benjamin, Greensboro
Thage Berggren, Greensboro
Joseph L. Berry, Greensboro
Ruth Y. Beschere, Greensboro
Arthur Bluethenthal, Greensboro
Joanne Bluethenthal, Greensboro
Sion A. Boney, Greensboro
William A. Breedlove, Raleigh
Clayton L. Cammack Jr., Greensboro
Jeanne Van Leer Campbell, Glen Ridge,
NJ
Malcolm Campbell, Glen Ridge, NJ
Judy M. Carter, Greensboro
Hubert Cash, Nassau, Bahamas
Arthur Cassell, Greensboro
Wilhelmina Colston, Greensboro

Sally S. Cone, Greensboro
Alyse S. Cooper, Burlington
Ed Crossingham, Mount Airy
Richard L. Daugherty, Raleigh
John H. Dillard, Greensboro
Kathleen Bryan Edwards, Greensboro
Hermon F. Fox, Greensboro
James F. Fox, New York, NY
Miles F. Frost, High Point
Henry E. Frye, Greensboro
Evalyn P. Gill, Greensboro
William B. Halstead, Pine Hall
Pauline Hayworth, High Point
H. Curt Hege, Winston-Salem
James P. Hendrix Jr., Greensboro
David L. Hilder, Greensboro
A. Smith Holcomb, Mount Airy
Richard T. Howard, Greensboro
Ruth Reece Julian, Winston-Salem
Richard H. Kendall, Indianapolis, IN
James A. King Jr., Greensboro
Anne L. Klopman, Greensboro
Dorothy P. Kramme, Monroeville, NJ
Barbara B. Lavietes, Greensboro
Lawrence Leland, Montpelier, VT
Albert S. Lineberry Sr., Greensboro
Charles E. Love, New York, NY
Margaret Mann, Greensboro
Charles R. Marcoux Jr., Chardon, OH
Harold V. McCoy Sr., Greensboro
William McIlwain, Columbus
Harvey R. Newlin, Burlington
Victor M. Nussbaum Jr., Greensboro
P. Harold O'Tuel, Greensboro
Noel Palmer, Westbury, NY
Alexander Parker, Greensboro
Evelyn A. Pearson, Summit, NJ
Jean Potter, Beaufort
Stanley Potter, Beaufort
L. Richardson Preyer, Greensboro
Kenneth O. Raschke, Winston-Salem
Charles M. Reid, Greensboro
Chester A. Rose Jr., Lake Wylie, SC
C. A. Saldarini, Charlotte
James H. Shelley, Greensboro
Sam R. Sloan, Charlotte
William D. Snider, Greensboro
Majelle M. Soles, Greensboro
William P.H. Stevens Jr., Greensboro
Barbara N. Stewart, Greensboro

William J. Sturm, Greensboro
William E. Swing, Greensboro
Jeanne L. Tannenbaum, New Orleans, LA
Leah Louise Tannenbaum, Greensboro
Frederick H. Taylor, Charlotte
Henry O. Timnick, Stanleytown, VA
R. Penn Truitt, New York
Christopher L. Wilson, High Point
Hal G. Worley, Winston-Salem

ADMINISTRATIVE COUNCIL

William R. Rogers, Ph.D.	President of the College
Samuel Schuman, Ph.D.	Academic Dean
James C. Newlin, B.S.	Director of Development and Financial Affairs
Kenneth L. Schwab, Ed.D.	Dean of Students
Frances J. Cook, Ph.D.	Dean of Admissions and Financial Aid
Herbert L. Poole, Ph.D.	Director of the Library
Ann T. Johnson, M.Ed.	Director of Continuing Education
Richard L. Coe, Ph.D.	Business Manager
G. Rudolph Gordh Jr., Ph.D.	Clerk of Faculty
Martha H. Cooley, Ph.D.	Faculty Representative
Thomas Jarrell '85	Student Representative

ADMINISTRATIVE STAFF

Academic Dean's Office

Samuel Schuman, Ph.D.	Academic Dean
-----------------------	---------------

Academic Skills Center

Claire Helgeson, M.A.	Director
-----------------------	----------

Admissions and Financial Aid Office

Frances J. Cook, Ph.D.	Dean of Admissions and Financial Aid
John K. Bell, M.A.	Associate Director of Admissions
Peter Freyberg, M.A.	Associate Director of Admissions
Sara Jeanne Bohn, A.B.	Assistant Director of Admissions
Susan Aubuchon, A.B.	Assistant Director of Admissions
Anona Smith, B.S.	Assistant Director of Admissions
L. Franklin Zirkle Jr., B.S.	Assistant Director of Admissions
Anthony E. Gurley, B.S.	Director of Financial Aid
Dianne H. Harrison, B.A.S.	Assistant to the Director of Financial Aid
Thomas L. West, M.Ed.	Director of Admissions, Center for Continuing Education
Frances Tomarchio, B.A.S.	Assistant Director of Admissions, Center for Continuing Education

Alumni Affairs Office

George T. Ralls, A.B.	Director
-----------------------	----------

Annual Giving Office

Stephanie M. Walker, B.A.	Director
---------------------------	----------

Athletic Department

Herbert T. Appenzeller, Ed.D.	Director of Athletics
John E. Jensen, M.Ed.	Basketball Coach
David Bowman, B.S.	Assistant Basketball Coach
Judy Flynn, M.S.	Basketball Coach
Gayle Currie, B.S.	Assistant Basketball Coach, Tennis Coach, Volleyball Coach
Charles E. Forbes, M.A.	Football Coach

Thomas Saunders IV, M.S.	Assistant Football Coach
Geoffrey Miller, M.S.	Lacrosse Coach
Steve L. Skinner, B.A.	Soccer Coach
Ray Alley, A.B.	Tennis Coach

Bookstore and Student Mail Boxes

Delores A. DeSanto	Manager
--------------------	---------

Business Office (See Financial Affairs)

Center for Continuing Education

Ann T. Johnson, M.Ed.	Director
Carol Killian, M.A.	Academic Counselor
Cathy O. West, M.Ed.	Academic Counselor and Assistant Registrar

Computer Services Office

Charles F. White, A.B.	Director of Computer Services
Paula Barnes, B.S.	Assistant Director of Computer Services

Development and Financial Affairs

James C. Newlin, B.S.	Director
-----------------------	----------

Business Office

Richard L. Coe, Ph.D.	Business Manager
Kathleen M. Ward, B.S.B.A.	Chief Accountant
Venera Hodgin	Office Manager
Reubene Brown	Purchasing Coordinator

Development Office

J. Binford Farlow, A.B.	Director of Development Services and Coordinator of Yearly Meeting Relations
David O. Stanfield, B.D.	Director of Planned Giving
Anne V. Jones	Office Manager
Christel Merz Lee	Research Assistant

Faculty Development/Women's Studies Office

Carol Stoneburner, A.B.	Coordinator
-------------------------	-------------

Financial Aid (See Admissions)

Friends Center

Judith W. Harvey, B.A.	Director
------------------------	----------

Housekeeping Operations

Mary E. Lowe	Director
--------------	----------

Institutional Research Office

Cyril H. Harvey, Ph.D.

Director

Library

Herbert L. Poole, Ph.D.

Director

Damon D. Hickey, M.S.L.S.

Associate Director and Curator of the Friends
Historical Collection

Nancy Scism, M.S.L.S.

Cataloger

Carole Treadway, M.L.S.

Quaker Bibliographer

Elizabeth Place-Beary, Ph.D.

Assistant Librarian; Reference/
Bibliographical Instructor**Maintenance**

John H. Lindstrom Jr.

Director of Physical Plant

Henry Passmore

Assistant Director

William Scott

Grounds Manager

**Overseas and Off-Campus
Education Office**

William E. Schmickle, Ph.D.

Director

Personnel Office

Helen N. Thomas, B.A.S.

Personnel Director

President's Office

William R. Rogers, Ph.D.

President

Robert L. Wynn II, J.D.

Assistant to the President

**Print Shop, Mail Room,
Fleet Cars, Office Machines**

Alex Barker

Coordinator

**Public Relations and
Publications Office**

Jeaneane Williams, B.A.

Director

Jo Anne S. Jennings, B.S.

Publications Assistant

**Ragan-Brown Field
House Operation**

Geoffrey Miller, M.S.

Director

Steven L. Skinner, B.A.

Equipment Manager

Robert W. Edwards, B.A.

Aquatics Director

Mary Broos, B.S.

Athletic Trainer

David Owens, M.A.

Sports Information Director

Registrar's Office

Floyd A. Reynolds, M.Ed.

Registrar

Cathy O. West, M.Ed.

Assistant Registrar

Student Services

Kenneth L. Schwab, Ed.D.
James Keith Jr., M.A.

Jane Godard Caris, M.A.
Paula A. Swonguer, M.S.
Robert W. White, M.A.
Richard Dyer, M.A.

M. James Donathan, M.A.
Claudette M. Franklin, M.S.

Mary Beth Alexander, M.D.
Cristin C. Flynt, B.S.
Lucy P. Barden, B.S.
Joyce P. Clark, M.Ed.
Gayle Currie, B.S.
Thomas Saunders IV, M.S.

Dean of Students
Associate Dean; Director of Career
Development, Experiential Learning and
Placement
Director of Counseling
Counselor and International Student Adviser
Assistant Dean of Students for Housing and Security
Assistant Director of Housing/Security and
Guest House Manager
Retention Counselor
Assistant to the Dean of Minority Student
Affairs
College Physician
Director of Center for Personal Growth
Physician's Assistant
Director of Intramurals
Assistant to the Director of Intramurals
Assistant to the Director of Intramurals

FACULTY

(The date following the name indicates the
year of appointment)

KATHRYNN A. ADAMS (1980), Assistant
Professor of Psychology; B.S. 1972, M.A. 1975,
Ph.D. 1977, University of Alabama
REXFORD E. ADELBERGER (1973), Associate
Professor of Physics; B.S. 1961, College of William
and Mary; Ph.D. 1967, University of Rochester
MARITZA B. ALMEIDA (1970), Associate
Professor of Spanish; B.S. 1962, Southwest Missouri
State College; M.A. (Spanish) 1965, M.A. (English)
1966, Ph.D. 1970, University of Missouri
CHARLES C. ALMY JR. (1972), Associate
Professor of Geology and Earth Science; B.S. 1957,
University of Houston; M.A. 1960, Ph.D. 1965,
Rice University
HERBERT T. APPENZELLER (1956), Professor of
Sport Studies and Director of Athletics; B.A. 1948,
M.A. 1951, Wake Forest University; Ed.D. 1965,
Duke University
RUDOLPH S. BEHAR (1968), Associate Professor
of English; B.A. 1960, University of Connecticut;
M.A. 1961, Hunter College; Ph.D. 1967, University
of Oregon
WILLIAM BEIDLER (1970), Professor of
Philosophy and Intercultural Studies; B.S. 1950,
University of California at Los Angeles; M.A. 1956,
University of North Carolina at Chapel Hill; Ph.D.
1958, Osmania University, India
O. THEODOR BENFEY (1973), Dana Professor of
Chemistry and History of Science; B.S. 1945, Ph.D.
1947, University College, London, England

JANE BENDEL (1979), Assistant Professor of
English; B.A. 1966, University of North Carolina at
Greensboro; M.A. 1971, Wake Forest University;
Ph.D. 1978, University of North Carolina at
Greensboro

PETER B. BOBKO (1984), Associate Professor of
Management; B.S. 1962, U.S. Air Force Academy;
M.B.E. 1972, Claremont College; D.B.A. 1983,
Indiana University

DOROTHY V. BOREI (1979), Associate Professor
of History and Director of Intercultural Studies;
B.A. 1964, Lycoming College; M.A. 1967, State
University of New York at Binghamton; Ph.D. 1977,
University of Pennsylvania

JAMES R. BOYD (1961), Professor of
Mathematics; B.A. 1950, Trinity University; M.A.
1956, North Texas State College

WILLIAM C. BURRIS (1964), Professor of
Political Science; B.S. 1954, Wake Forest
University; M.A.T. 1955, Emory University; Ph.D.
1964, University of North Carolina at Chapel Hill

JANE GODARD CARIS (1977), Director of
Counseling Services and Adjunct Assistant Professor
of Psychology; B.A. 1961, University of Michigan;
M.A. 1969, University of Chicago

WILLIAM A. CARROLL (1968), Professor of
Political Science; B.A. 1948, Brown University;
M.A. 1950, Ph.D. 1963, Georgetown University;
Barrister at Law of the Middle Temple

EDWIN G. CAUDILL (1968), Associate Professor
of Management; B.S. 1950, University of California
at Berkeley; Lit.M. 1953, University of Pittsburgh;
Ph.D. 1968, American University

CLAUDE T. CHAUVIGNE (1965), Associate Professor of French; B.A. 1954, University of Nancy, France; M.S. 1963, University of Colorado

CAROL A. CLARK (1981), Assistant Professor of Economics; Diplôme 1968, University of Paris, Sorbonne; B.A. 1969, M.S. 1973, Ph.D. 1979, University of Michigan

JOYCE P. CLARK (1959), Associate Professor of Sport Studies and Director of Intramural Sports Program; B.S. 1957, Elon College; M.Ed. 1961, University of North Carolina at Chapel Hill

MARTHA H. COOLEY (1965), Professor of History; B.A. 1960, University of North Carolina at Greensboro; M.A. 1965, Russian Area Certificate 1965, Ph.D. 1971, Indiana University

FRED I. COURTNEY (1965), Jefferson-Pilot Professor of Management; B.B.A. 1949, M.A. 1950, Baylor University; Ph.D. 1967, American University

VERNIE DAVIS (1982), Associate Professor of Sociology; B.A. 1968, Kalamazoo College; M.A. 1972, Ph.D. 1978, Syracuse University

ANN F. DEAGON (1956), Professor of Classical Languages and Director of Classics; B.A. 1950, Birmingham-Southern College; M.A. 1951, Ph.D. 1954, University of North Carolina at Chapel Hill

DONALD D. DEAGON (1956), Associate Professor of Drama and Speech; B.A. 1949, Birmingham-Southern College; M.A. 1954, University of North Carolina at Chapel Hill; Ph.D. 1969, Tulane University

REBECCA H. DeHAVEN (1978), Lecturer in Developmental Reading; B.A. 1964, M.S. 1968, Radford College

CARTER R. DELAFIELD (1966), Associate Professor of English; B.A. 1965, M.A. 1967, University of North Carolina at Greensboro

BARBARA A. DREYER (1980), Assistant Professor of Education; B.S. 1953, Concordia Teachers College; M.Ed. 1958, Ph.D. 1972, Johns Hopkins University

THOMAS P. ESPINOLA (1984), Assistant Professor of Physics; B.S. 1976, Michigan State University; Ed.D. candidate, Michigan State University

LOUIS B. FIKE (1969), Associate Professor of Political Science; B.A. 1960, Franklin and Marshall College; Ph.D. 1969, Brown University

CHARLES E. FORBES (1974), Head Football Coach and Instructor of Sport Studies; B.S. 1968, East Carolina University; M.A.E. 1972, East Carolina University

WILLIAM E. FULCHER (1962), Professor of Biology; B.S. 1953, North Carolina State University; M.A. 1960, Appalachian State University; Ph.D. 1971, University of North Carolina at Chapel Hill

ROBERT SCOTT GASSLER (1980), Assistant Professor of Economics; A.B. 1970, Oberlin

College; M.S. 1973, Columbia University; M.A. 1976, University of Washington; Ph.D. 1981, University of Colorado

JERRY CARIS GODARD (1975), Dana Professor of Psychology and Literature; B.S. 1958, M.S. 1960, Auburn University; M.A. 1962, Ed.D. 1966, Columbia University

G. RUDOLPH GORDH JR. (1974), Associate Professor of Mathematics; A.B. 1966, Guilford College; Ph.D. 1971, University of California at Riverside

H. GARLAND GRANGER III (1983), Assistant Professor of Accounting; B.S. 1968, Atlantic Christian College; M.A. 1971, Appalachian State University; North Carolina CPA

JOHN C. GRICE (1975), Assistant Professor of Administration of Justice; B.A. 1962, Wittenberg University; M.A. 1976, Graduate School of International Relations, University of Denver

JOSEPH W. GROVES (1979), Assistant Professor of Religious Studies; B.S. 1966, Georgia Institute of Technology; M. Div. 1972, Louisville Presbyterian Theological Seminary; M.A. 1975, M. Phil. 1975, Ph.D. 1979, Yale University

WILLIAM A. GRUBBS (1981), Associate Professor of Accounting; B.A. 1963, East Carolina University; M.B.A. 1965, University of North Carolina at Chapel Hill; C.P.A.

JAMES B. GUTSELL (1963), Associate Professor of English; B.S. 1957, University of the South; M.A. 1962, Ph.D. 1968, University of Connecticut

CYRIL H. HARVEY (1966), Professor of Geology and Interdisciplinary Studies; B.A. 1952, University of Chicago; B.S. 1953, M.S. 1956, Ph.D. 1960, University of Nebraska

JERALD D. HAWKINS (1981), Associate Professor of Sport Studies; B.S. 1967, Carson-Newman College; M.Ed. 1971, Memphis State University; Ed.D. 1975, University of Georgia

CLAIRE R. HELGESON (1977), Director of Academic Skills Center and Lecturer in English; A.B. 1960, M.A. 1961, Vanderbilt University

DAMON D. HICKEY (1975), Associate Library Director and Curator of the Friends Historical Collection with the rank of Assistant Librarian; B.A. 1965, Rice University; M.Div. 1968, Princeton Theological Seminary; M.S.L.S. 1975, University of North Carolina at Chapel Hill; M.A. 1982, University of North Carolina at Greensboro; Ph.D. candidate, University of South Carolina

GRIMSLEY T. HOBBS (1965), Professor of Philosophy; A.B. 1947, Guilford College; M.A. 1948, Haverford College; Ph.D. 1955, Duke University

HENRY G. HOOD JR. (1964), Associate Professor of History; B.A. 1948, Haverford College; M.A. 1950, Harvard University; Ph.D. 1957, University of Pennsylvania

JOHN E. JENSEN (1965), Head Basketball Coach and Assistant Professor of Sport Studies; B.A. 1961, Wake Forest University; M.Ed. 1967, University of North Carolina at Greensboro

CYRUS M. JOHNSON (1968), Professor of Sociology; B.S. 1939, Wake Forest University; M.A. 1940, Ohio State University; Ph.D. 1963, Duke University

LEE M. JOHNSON (1980), Assistant Professor of English; B.A. 1962, Tulane University; M.A. 1970, Ph.D. 1970, Stanford University

RICHARD R. E. KANIA, (1982), Assistant Professor of Administration of Justice; B.A. 1968, Florida State University; M.A. 1974, Ph.D. 1982, University of Virginia

FRANK P. KEEGAN (1975), Assistant Professor of Biology; B.A. 1968, M.A. 1973, Queens College, N.Y.; Ph.D. 1975, City University of New York

BOB M. KEENY (1977), Voehringer Professor of Accounting; B.S. 1951, University of Missouri at Columbia; M.B.A. 1973, University of Missouri at Kansas City; Ph.D. 1967, University of Kansas; CPA

ELIZABETH B. KEISER (1966), Professor of English; B.A. 1960, Earlham College; M.A. 1964, Ph.D. 1972, Yale University

R. MELVIN KEISER (1966), Professor of Religious Studies; B.A. 1960, Earlham College; B.D. 1963, S.T.M. 1964, Yale University Divinity School; M.A. 1971, Harvard University; Ph.D. 1974, Duke University

JAMES F. KEITH JR. (1981), Associate Dean of Students, Director of Career Development and Experiential Learning and Placement, and Adjunct Assistant Professor of Sociology; B.A. 1957, Wheaton College (Illinois); M.A. 1965, University of North Carolina at Chapel Hill

MARY R. LIND (1980), Assistant Professor of Management; B.S. 1972, Duke University; M.B.A. 1980, University of North Carolina at Greensboro

EDWARD P. LOWE (1972), Dana Professor of Music and Director of Music Programs; B.M.E. 1954, Simpson College; M.M.E. 1956, Indiana University; Certificate, 1961, Akademie fur Musik, Salzburg, Austria

JACQUELINE LUDEL (1976), Associate Professor of Biology and Psychology; B.A. 1966, Queens College (New York); Ph.D. 1971, Indiana University

DAVID F. MacINNES JR. (1973), Associate Professor of Chemistry; B.A. 1965, Earlham College; M.A. 1969, Ph.D. 1972, Princeton University

JONATHAN W. MALINO (1976), Associate Professor of Philosophy; B.A. 1966, Brandeis University; Ph.D. 1975, Columbia University

SARAH S. MALINO (1979), Assistant Professor of History; B.A. 1967, Wellesley College; M.A. 1974, M.Phil. 1975, Ph.D. 1982, Columbia University

ILMA MORELL MANDULEY (1961), Assistant Professor of Mathematics; B.A. 1947, Friends' School, Holguin, Cuba; D.Sc. 1953, University of Havana, Cuba

ADRIENNE L. MANNS (1982), Assistant Professor of African History and Afro-American Studies; B.A. 1968, M.A. 1973, Howard University; M.A. 1979, Johns Hopkins University; Ph.D. candidate, Johns Hopkins University

JAMES C. McMILLAN (1966), Professor of Art; B.A. 1947, Howard University; Certificate 1951, Academie Julian, Paris, France; M.F.A. 1952, Catholic University of America

JAMES P. Mc NAB (1978), Dana Professor of French; M.A. 1963, University of Edinburgh, Scotland; M.A. 1969, Ph.D. 1972, Duke University

GEOFFREY M. MILLER (1980), Director of Physical Education Center, Head Lacrosse Coach, Assistant to the Director of Athletics and Instructor of Sport Studies; B.A. 1976, Amherst College; M.S. 1979, University of Massachusetts

DONALD W. MILLHOLLAND (1965), Associate Professor of Philosophy; A.B. 1954, Duke University; B.D. 1957, Union Theological Seminary; Ph.D. 1966, Duke University

CLAIRE K. MORSE (1976), Associate Professor of Psychology; B.A. 1965, Oberlin College; Ph.D. 1968, Yale University

RICHARD M. MORTON (1969), Professor of English; B.A. 1959, M.A. 1960, University of South Carolina; Ph.D. 1970, University of Georgia

LYNN J. MOSELEY (1977), Assistant Professor of Biology; B.S. 1970, College of William and Mary; Ph.D. 1976, University of North Carolina at Chapel Hill

ROY H. NYDORF (1978), Assistant Professor of Art; B.A. 1974, State University of New York at Brockport; M.F.A. 1976, Yale University School of Art

ELLEN J. O'BRIEN (1978), Assistant Professor of English; B.A. 1972, Kirkland College; M.A. 1974, Ph.D. 1976, Yale University

ELWOOD G. PARKER (1968), Professor of Mathematics; B.S. 1964, Guilford College; M.A. 1967, Ph.D. 1972, University of North Carolina at Chapel Hill

BARTON A. PARKS (1980), Associate Professor of Administration of Justice and Sociology; B.A. 1960, Rice University; M.A. 1965, Ph.D. 1973, State University of New York at Buffalo

HERBERT L. POOLE (1966), Library Director with the rank of Senior Librarian; A.B. 1962, M.S.L.S. 1964, University of North Carolina at Chapel Hill; Ph.D. 1979, Rutgers State University

GWEN J. REDDECK (1959), Assistant Professor of Education and Director of Secondary Education; B.S. 1954, High Point College; M.Ed. 1962, University of North Carolina at Greensboro

FLOYD A. REYNOLDS (1960), Registrar and Assistant Professor of Mathematics; B.S. 1949, Guilford College; M.Ed. 1954, University of North Carolina at Chapel Hill

WILLIAM R. ROGERS (1980), President; Professor of Psychology and Religious Studies; A.B. 1954, Kalamazoo College; B.D. 1958, Chicago Theological Seminary and University of Chicago; Ph.D. 1965, University of Chicago

THOMAS V. SAUNDERS IV (1976), Assistant Football Coach, Assistant to the Director of Intramurals and Instructor of Sport Studies; B.S. 1973, Slippery Rock State College

WILLIAM E. SCHMICKLE (1978), Assistant Professor of Intercultural Studies and Political Science and Director of Off-Campus Programs; B.A. 1968, Davidson College; M.A. 1975, Duke University; M. Litt. 1976, Institute of Soviet and East European Studies, University of Glasgow; Ph.D. 1979, Duke University

SAMUEL SCHUMAN (1981), Academic Dean and Associate Professor of English; B.A. 1964, Grinnell College; M.A. 1966, San Francisco State University; Ph.D. 1969, Northwestern University

KENNETH L. SCHWAB (1970), Dean of Students, Assistant to the President for Planning and Community Relations and Assistant Professor of Education; B.S. 1969, Purdue University; M.Ed. 1972, University of North Carolina at Greensboro; Ed.D. 1978, Indiana University

PATRICIA N. SCHWAB (1974), Associate Professor of Education and Director of Elementary Education and Special Education; B.S. 1965, University of Tennessee; M.S. 1968, Ed.D. 1971, University of Southern Mississippi

SHERIDAN A. SIMON (1974), Associate Professor of Physics; B.S. 1969, M.A. 1971, Ph.D. 1978, University of Rochester

CHARLES G. SMITH (1982), Assistant Professor of Biology; B.A. 1968, Ohio State University; M.S. 1972, Cleveland State University; Ph.D. 1977, Ohio State University

WILLIAM F. STEVENS (1982), Associate Professor of Management; B.A. 1968, University of Evansville; M.A. 1972, Ph.D. 1977, Michigan State University

ALEXANDER R. STOESEN (1966), Professor of History; B.A. 1954, The Citadel; M.A. 1958, University of Rochester; Ph.D. 1965, University of North Carolina at Chapel Hill

JOHN H. STONEBURNER (1968), Craven Professor of Religious Studies; B.A. 1958, Earlham College; B.D. 1961, Drew Theological School; Ph.D. 1969, Drew University

JAY L. VAN TASSELL (1979), Assistant Professor of Geology and Earth Science; B.A. 1974, Bowdoin College; M.A. 1976, University of Wisconsin; Ph.D. 1979, Duke University

SYLVIA TRELLES (1984), Assistant Professor of Spanish; B.A. 1969, Ripon College; M.A. 1971, University of Michigan; Ph.D. candidate, University of Michigan

KATHLEEN A. TRITSCHLER (1984), Instructor in Sport Studies; B.S. 1972, University of Wisconsin at Madison; M.S. 1978, University of Arizona; Ed.D. candidate, University of North Carolina at Greensboro

KIM VIVIAN (1982), Assistant Professor of Foreign Languages; B.A. 1974, M.A. 1976, Ph.D. 1979, University of California, Santa Barbara

ADELE WAYMAN (1973), Assistant Professor of Art; B.A. 1965, Vassar College; M.F.A. 1978, University of North Carolina at Greensboro

ROBERT G. WILLIAMS (1978), Assistant Professor of Economics; A.B. 1971, Princeton University; Ph.D. 1978, Stanford University

PAUL E. ZOPF JR. (1959), Dana Professor of Sociology; B.S. 1953, University of Connecticut; M.S. 1955, Ph.D. 1966, University of Florida

RICHARD L. ZWEIGENHAFT (1974), Associate Professor of Psychology; B.S. 1967, Wesleyan University; M.A. 1968, Columbia University; Ph.D. 1974, University of California at Santa Cruz

Emeriti

CARL C. BAUMBACH, B.M., M.M., Associate Professor of Music, 1950-1968

ROBERT R. BRYDEN, B.S., M.S., Ph.D., Dana Professor of Biology, 1961-1983

EDWARD F. BURROWS, B.A., M.A., Ph.D., Professor of Non-Western Studies and History, 1948-1979

FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D., Craven Professor of Biblical Literature and Religion, 1948-1971

TREVA MATHIS DODD, B.A., Associate Library Director and Curator of the Quaker Collection with rank of Assistant Professor, 1950-1980

CARROLL S. FEAGINS, B.A., M.A., Ph.D., Professor of Philosophy, 1946-1982

MARY B. FEAGINS, A.B., M.A., Associate Professor of German, 1956-82

HIRAM H. HILTY, B.A., B.D., Ph.D., Professor of Spanish, 1948-1978

LIGIA D. HUNT, B.S., M.A., Assistant Professor of Spanish 1955-1984

E. DARYL KENT, A.B., B.D., Ph.D., Craven Professor of Philosophy and Religion and Professor of Non-Western Studies, 1939-1978

HARVEY A. LJUNG, B.S., M.S., Ph.D., Professor of Chemistry, Dana Professor Emeritus, 1931-1973

E. KIDD LOCKARD, B.A., M.A., Associate Professor of History, 1958-1979

F. MILDRED MARLETTE, A.B., M.A., Professor
of English, 1948-1979

STUART T. MAYNARD, A.B., M.Ed., Associate
Professor of Physical Education and Head Baseball
Coach, 1951-1984

CLYDE A. MILNER, B.A., M.A., B.D., Ph.D.,
LL.D., President of the College and Professor of
Philosophy, 1930-1965

ERNESTINE COOKSON MILNER, B.A., B.S.,
M.A., Professor of Psychology, 1930-1965

J. FLOYD MOORE, A.B., B.D., Ph.D., Professor of
Biblical Literature and Religious Studies, 1944-1984

JOSEPHINE L. MOORE, B.A., M.A., Ph.D.,
Professor of History, 1962-1978

ALGIE I. NEWLIN, A.B., M.A., Dr. Sc. Pol.,
Professor of History and Political Science,
1924-1966

FRANCES J. NORTON, A.B., M.A., Ph.D.,
Professor of Psychology, 1966-1980

ROSALIE O. PAYNE, B.A., Instructor in French,
1963-1977

JOHN M. PIPKIN, A.B., M.A., Assistant Professor
of Religious Studies, 1963-1979

E. GARNES PURDOM, B.A., M.S., Ph.D., D.S.,
Professor of Physics and Dana Professor Emeritus,
1927-1973

NORTON H. ROBBINS, B.S., M.A., Ph.D.,
Associate Professor of Economics, 1965-1981

EUGENE H. THOMPSON JR., B.A., M.A.,
Assistant Professor of French, 1948-1979

KENNETH D. WALKER, A.B., M.Ed., Associate
Professor of Mathematics, 1962-1984

EDNA L. WEIS, B.A., B.S., M.A., Assistant
Professor of English, 1946-1964

VIII. APPENDIX

GUILFORD COLLEGE CALENDAR 1984-85

Fall Semester

First Faculty Meeting 9:00 am-4:30 pm — Picnic at 6:00 pm	Wed., Aug. 22, 1984
New International Students Arrive 9:00 am-11:00 am	Wed., Aug. 22, 1984
New Students Arrive for Orientation 9:00 am-1:00 pm	Thurs., Aug. 23, 1984
Registration—Cont. Ed. 8:30 am-1:30 pm; 5:00-8:00 pm	Fri., Aug. 24, 1984
Registration — New Main Campus Students 9:00 am - 12:00 noon and 1:00-3:00 pm	Sat., Aug. 25, 1984
Returning Students Arrive — 1:00-5:00 pm.	Sun., Aug. 26, 1984
Registration — Main Campus Students 9:00 am - 12:00 noon and 1:00-3:00 pm	Mon., Aug. 27, 1984
First Classes — Late Registration Fee Applicable	Tues., Aug. 28, 1984
Last Day to Add Courses	Mon., Sept. 10, 1984
Chairpersons Must Revise List of Courses for Second Semester	Fri., Sept. 14, 1984
Mid-Term Grade Due for Work as of Wed., October 10	Fri., Oct. 12, 1984
Fall Break Begins — Close of Day	Fri., Oct. 12, 1984
Residence Halls Close from 4:00 pm	Fri., Oct. 12, 1984
Until 1:00 pm	Sun., Oct. 21, 1984
Classes Reconvene	Mon., Oct. 22, 1984
Last Day for Withdrawal with Grade of W	Tues., Oct. 30, 1984
Last Day to Withdraw and Receive \$100 Enrollment Fee	Wed., Oct. 31, 1984
Preregistration for Second Semester from	Mon., Nov. 5, 1984
Through	Tues., Nov. 13, 1984
Night Classes Scheduled for Wed., Nov. 21 Will Meet	Fri., Nov. 16, 1984
Day Classes Normally Scheduled for Wed. or Fri. Will Meet	Wed., Nov. 21, 1984
Thanksgiving Holiday Begins — 4:00 pm	Wed., Nov. 21, 1984
Residence Halls Close from 4:00 pm	Wed., Nov. 21, 1984
Until 1:00 pm	Sun., Nov. 25, 1984
Classes Reconvene	Mon., Nov. 26, 1984
Reading Day	Wed., Dec. 12, 1984
Exams Begin	Thurs., Dec. 13, 1984
Exams End	Tues., Dec. 18, 1984
Residence Halls Close from 4:00 pm	Tues., Dec. 18, 1984
Until 1:00 pm	Tues., Jan. 8, 1984
Continuing Education Students' English Essay/Reading Test	Sat., Jan. 5, 1985

Spring Semester

Registration—Continuing Education Students 8:30 am-1:30 pm and 5:00-8:00 pm	Tues., Jan. 8, 1985
New and Returning Students Arrive — 1:00 pm	Tues., Jan. 8, 1985
Registration — All Main Campus Students 9:00 am-12:00 noon and 1:00-3:00 pm	Wed., Jan. 9, 1985
First Classes — Late Registration Fee Applicable	Thurs., Jan. 10, 1985
Last Day to Add Courses	Wed., Jan. 23, 1985
Chairpersons Must Submit List of Courses for Next Year	Wed., Feb. 6, 1985
Mid-Term Grades Due for Work as of Friday, February 22	Wed., Feb. 27, 1985
Spring Break Begins — Close of Day	Fri., Mar. 1, 1985
Residence Halls Closed from 4:00 pm	Fri., Mar. 1, 1985
Until 1:00 pm	Sun., Mar. 10, 1985
Classes Reconvene	Mon., Mar. 11, 1985
Last Day for Withdrawal with Grade of W	Fri., Mar. 15, 1985
Last Day to Withdraw and Receive \$100 Enrollment Fee Refund	Fri., Mar. 29, 1985
Preregistration for Fall Semester, 1985, from	Mon., Apr. 8, 1985
Through	Mon., Apr. 15, 1985
Reading Day	Thurs., Apr. 25, 1985
Exams Begin	Fri., Apr. 26, 1985
Exams End	Wed., May 1, 1985
Commencement	Sat., May 4, 1985

ACADEMIC REGULATIONS

The following academic regulations are subject to change. In general, however, students may graduate according to the academic regulations stated in the catalog at the time of their entrance. It is the responsibility of students, aided by their advisers, to familiarize themselves with academic regulations, and to plan courses of study that will meet all departmental and College requirements.

Degree Candidacy

One semester before expected graduation, each student must submit to the Registrar an application for graduation, accompanied by a written statement from the department chairperson indicating that all degree requirements are scheduled for completion at the end of the next semester. Filing an application for graduation incurs a graduation fee of \$20, payable by April 15 or July 15, for May or August graduation respectively. Students who fail to complete all degree requirements by scheduled graduation date must reapply for graduation. An application should be submitted for the next regular date for conferring degrees with a \$10 duplicate diploma fee.

To receive a diploma, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Business Office, and must have no judicial action pending. Diplomas will not be awarded to any student until all pending judicial charges are resolved.

A candidate for the Associate of Arts degree continuing study toward the four-year baccalaureate degree must complete the requirements for the Associate of Arts degree and be awarded that degree at least one year prior to the completion and receipt of the bachelor's degree.

When a degree program is discontinued by Guilford College, that degree may continue to be awarded for a subsequent five-year period, provided all requirements for the degree can be met. However, once the degree program has

been terminated, the College is not obligated to continue offering courses necessary to complete that degree.

Students are expected to complete graduation requirements within 10 years of the date of entrance. Credits more than 10 years old offered for graduation by transfer, continuing or returning students must be validated by the successful completion of at least 16 credits of current work, including the last semester before graduation. This work must be within four regular semesters of graduation.

Double Majors

Students who, with the consent of their advisers, undertake to complete a double major, i.e., a major in two different departments or curricular areas, will normally complete the requirements for each of the majors chosen. Each of the major fields may be used as the related field for the other major. If the majors offer different degrees (B.A.S., A.B., B.S., B.F.A., etc.), only one degree may be received, the student to select the degree desired. Both majors will be listed at the top of the student's permanent record. If a student returns to Guilford College following graduation to complete a second major, the designation of the original major will not be changed at the top of the permanent record, but a notation will be made at the bottom of the record that the requirements for the second major have been met.

Joint Majors

For more information on joint majors, see pages 17, 18.

Second Degrees

Any former graduate who desires a second bachelor's degree of present date from Guilford College must normally spend at least two semesters in additional study, completing satisfactorily (with at least a C average) a minimum of 32 credits of work, at least 16 of these at Guilford, including all prescribed major requirements. Candidates for a second degree are expected to be enrolled at the

College during their last semester of study. If a student is awarded a second undergraduate degree, notation of the new degree and the date it was awarded will be added to the top of the permanent record.

Students receiving a bachelor's degree from another accredited institution may receive a second bachelor's degree from Guilford by fulfilling the conditions outlined above, with the exception that Guilford's general college requirements must be satisfied either by courses taken at Guilford or by suitable substitute courses from the prior institution. Such students must register through the Center for Continuing Education and have their records reviewed by the Assistant Registrar at entry.

Normal Semester Load

Students working toward a degree normally carry four courses (16 credits) each semester. In the fall and spring terms, 12 to 18 credits are considered a full-time load. During each five-week summer term, 4-6 credits are considered a

full-time load. For the 10-week summer term, 8 credits are considered full time.

Overloads

Students who wish to take more than 18 credits in any semester must have the permission of the Academic Dean or the Director of Continuing Education as appropriate. Normally permission is granted only to seniors who need additional credits to graduate with their class. Additional charges are assessed for all credits over 18 per semester, with the exception of those taken by music majors, who pay the extra applied music fee required by their course of study.

The Weekly Schedule

Formal residential campus classes meet on Monday, Tuesday, Thursday and Friday. Classes are not normally scheduled on Wednesday, which is used for study, library work, internships, field trips and conferences with instructors. Continuing education classes meet on Monday-Wednesday and Tuesday-Thursday, or as specified on the semester schedule.

Certain classes meet for four hours each week, others for three hours, and some for only two hours, the frequency of meeting depending upon the nature of the course and the method of instruction.

Class Attendance

The importance of class attendance varies with the nature of the subject matter of the course and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for success on regular attendance by the participants. Individual faculty members make clear their expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Students on academic probation are allowed no absences except those excused by the Dean of Students. Students who terminate regular class attendance are subject to suspension.



Making sets for a Shakespearean drama.



Founders Hall.

Classes are scheduled to assist students in the learning process, and it is the policy of the College to hold all classes as scheduled. Classes are normally not cancelled in times of inclement weather. However, in case of severe weather hazards, the Academic Dean, in consultation with the Clerk of the Faculty, the Director of Continuing Education, and the Dean of Students, will determine whether scheduled classes will be held. Announcement of cancellation will be made by the Dean's Office; notices will be posted in Founders Hall, the Office of the Dean of Students and the Center for Continuing Education. Local radio and television stations and the College switchboard also will be notified. Instructors may make arrangements for make-up classes if they choose to do so.

When classes are not cancelled and commuting students miss classes because of hazardous driving conditions, their absences will be excused and special arrangements will be made to enable each student to make up missed work. Faculty members unable to meet classes in such situations or because of illness will notify their chairperson or the Academic Dean.

Proper notice will be placed in the classroom affected at the beginning of the instructional period.

Registration Procedures

Freshman, transfer and returning students register in late August during their orientation program. Current students preregister for the fall semester during April and preregister for the spring semester during November. All students are expected to claim their preregistration schedules during the official registration day at the beginning of the each semester.

Freshman students select their courses in conjunction with an appointed adviser. Beginning with the sophomore year, students register with an adviser from their major department, if they have chosen a major. To change from one adviser to another or from one major to another, a student should see the chairperson of the newly selected major department or of the department in which the new adviser serves. In either case a change of adviser form should be completed by the new adviser and delivered by the student to the Registrar.

During preregistration or registration for the fall and spring semesters, Guilford College students also may enroll in courses at Bennett College, Greensboro College, High Point College, North Carolina Agricultural and Technical State University, the University of North Carolina at Greensboro and Guilford Technical Community College, provided the selected courses are not offered at Guilford and enrollment is not filled by the institution's own students. Full credit will be granted, and grades and quality points will be transferred.

Changes in Registration: Withdrawal from Courses

Once registered, the student is responsible for all listed courses, and may change registration only by delivering to the Registrar's Office a drop-add slip bearing the signature of the academic adviser and the instructors of the courses dropped or added. Students may add new courses to

their schedules during the first week of classes with the adviser's written approval. They may drop courses with a grade of W up to six weeks before the last day of classes in a semester. After that, the regular grade will be given unless the Academic Dean or the Dean of Students authorizes an administrative withdrawal. Grades of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in those cases when a student withdraws completely from college.

Grading System

A student's grades are determined by daily preparation, participation in class discussion, the quality of written or laboratory work and the results of quizzes and examinations. The grade of A represents exceptional achievement, B superior, C average, D passing, and F failing.

Plus (+) and minus (-) additions to letter grades may be assigned and will be shown on the student's permanent record. They will not, however, figure in the computation of quality points (for example, B-, B, and B+ will each carry three quality points per credit). Plus (+) and minus (-) additions may not be used when assigning a grade of F or a provisional grade.

An X precedes B, C, D, or F whenever, through unavoidable circumstances, the work in the course has not been completed. In such a case, the grade is provisional and may be replaced with a better mark upon completion of the work. The provisional grade becomes the final grade if the course work has not been finished by midterm of the next regular semester. Provisional grades for seniors may not be changed subsequent to graduation. See pages 35, 36 for information about pass/fail grading. Information pertaining to W, WP, or WF grades may be found in the immediately preceding section. Only grades of C or better may be counted toward the major. The grade for auditing is N (Non-credit).

Occasionally X is recorded to indicate that a grade was not determined. Y signifies that a grade was not received.

Grade Reports

During the regular academic year, midterm progress reports are available through the student's adviser. At the end of each semester, final grades are entered on the permanent record and, if the student's business office and library accounts are settled, a grade report is forwarded to the student, the faculty adviser and the Dean of Students.

Permanent records are unabridged records of all work attempted by students at Guilford College. Confidentiality of student records is maintained according to guidelines publicized by the Office of the Dean of Students.

Quality Points (Grade Points)

One quality point is assigned for each credit of D work, two for C, three for B, and four for A; zero points are assigned for grades of F, X, XF, WF. To be a candidate for a degree, except under the C-Credit Accumulation Plan, a student must have a C (2.00) average.

Cumulative quality point averages are determined by dividing the accumulated quality points by the total credits attempted minus credits in courses marked W or WP, credits taken on the pass/fail option, and transfer credits. Each time a course is taken or repeated, the attempted credits and quality points are entered into the statistics used to compute the quality point average. Students may not repeat for credit any course previously passed with a grade of C or better. The credits for a course can apply toward graduation only once no matter how many times it is passed. Exceptions are the Special Topics courses, whose contents vary, and courses that indicate they may be repeated in the course listings.

Quality point averages are computed at the end of each semester and include only work done at Guilford College and the other consortium institutions. Summer

work at High Point College, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro is not included in the computation of the student's quality point average.

Transcripts

Every student may receive one official College transcript without charge, provided all accounts with the College are satisfactorily arranged. Requests for subsequent copies must be made in writing to the Registrar and should be accompanied by a remittance of \$2 for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.

Student Classification

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester. A **freshman** has completed fewer than 24 credits toward a degree, a **sophomore** at least 24 credits, a **junior** at least 56, and a **senior** at least 88. A student may not represent or hold office in any class other than the one determined by earned credit.

A **special advisee** is a mature adult for whom normal requirements for admission to a degree program are waived. Special advisees are expected to achieve academically on the college level by the time they have accumulated 24 credits.

An **unclassified student** is one who already holds a baccalaureate degree. Such students may be seeking a second degree or may be non-degree seekers.

Students not seeking a degree from Guilford may enroll in courses at the College. A **visiting student** is one earning college credit to be applied to a degree program at another college or university.

An **auditor** is a student who attends class, listens to lectures, and may participate in class discussion without receiving credit. Auditors may enter any College course for which they have the

stated prerequisites, with prior permission of the instructor and payment of a course or laboratory fee where applicable. Auditors register at the usual registration times. If they are part-time or CCE students, they pay an auditing fee of \$100 per course. Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor or the Registrar may request the latter to withdraw from the course. A full tuition refund will be made in all such cases.

Senior citizens who meet the stated prerequisite for a course may enroll as auditors at a fee of \$25, if space permits. Applicable course and laboratory fees must also be paid.

Each student, except for an auditor, is either a full-time student, carrying at least three courses (12 credits) or a part-time student, carrying fewer than 12 credits. Part-time students must have the consent of the Dean of Students to room in the



Varsity sports include soccer.

residence halls and may participate in College activities only with the approval of the Student Affairs Committee. Rules of the National Association of Intercollegiate Athletics and the Carolinas Conference determine eligibility for intercollegiate athletics.

Transfer Credits

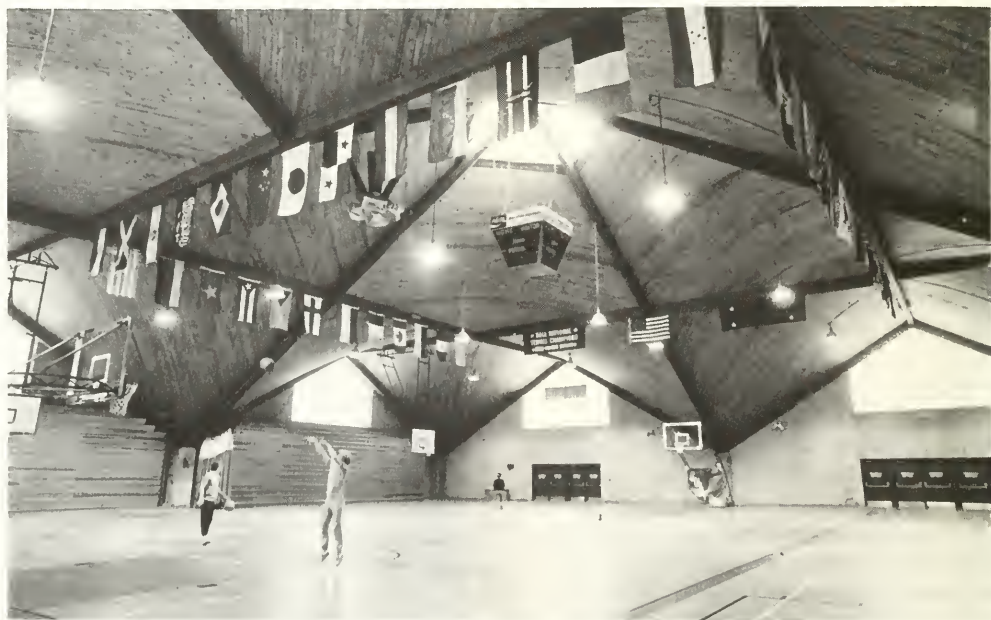
Transfer students must present an official transcript and a catalog from each college attended, a statement of honorable dismissal, and a complete record of the entrance credentials submitted to the institution from which they wish to transfer. Credit for courses completed with a grade of C or above, bearing some relationship to Guilford's liberal arts curriculum, may be transferred from accredited junior colleges, community colleges, senior colleges or universities. Courses to be applied to a major at Guilford College must be approved by the chairperson of the major department.

A maximum of 64 credits may be transferred from two-year colleges, and up to 48 credits from two-year technical

colleges which are accredited by the Southern Association of Colleges and Schools (or one of its five regional equivalents). Up to 32 credits may be transferred from two-year community colleges, technical colleges, or other two-year institutions not accredited by the Southern Association of Colleges and Schools. All requests for the transfer of credits will be evaluated by the Registrar or, for continuing education students, by the Assistant Registrar at the Center for Continuing Education. Transfer students receive a conversion allowance of up to one credit for each 15 semester hours of transfer credit applied to Guilford's degree.

Each transfer student must meet the College regulations for graduation with respect to all general, area, and distribution requirements. If one enters with 24 or more credits, Interdisciplinary Studies 101 is not required.

Transfer students from accredited four-year colleges and universities who have completed freshman English requirements with a grade of C or above are not



Field house displays flags of nations represented on campus.

required to take the English Placement Essay and Usage Examination. Credit for freshman English composition and literature work at these schools will transfer according to the normal procedures.

Transfer students from all two-year institutions are expected to take this test, which covers compositional skills (punctuation, grammar, sentence structure, argumentation and organization) and analytic abilities. Good scores on the test along with a minimum of six transfer freshman English composition and literature credits will satisfy the College requirement in English. Otherwise, the student is placed in either English 110, 150 or 151 as determined by the examination. A transfer student with six credits in freshman English may enter English 150 or 151 without loss of credit; however, English 110 will be considered a four-credit duplication of freshman transfer English credit.

All students whose native language is not English take the English Placement and Usage Examination and the Reading Test; and their placement in English 011, 106, 110, 150, 151 is determined by scores on these tests (see page 81).

A foreign language proficiency test is administered to transfer students who have not satisfied the requirement with six transfer credits in a foreign language. Through scores on this test, students are placed in the proper level of a foreign language or may be exempt from further language study.

A placement test in mathematics is recommended for all students who plan to take college mathematics.

Continuing Admission for Residential Campus Students

Students who plan to return to Guilford College the following fall semester fill out a continuing admissions form from the Office of the Dean of Students during the spring semester. Those who wish to live on campus also fill out a housing contract.

Academic Probation

A Guilford College student will be on academic probation if the cumulative quality point average is below the minimum indicated for the number of college credits attempted.

Attempted Credits (All transfer credits plus all credits attempted at Guilford College)	Academic Probation if cumulative quality point average for work at Guilford is below:
1 - 19.9	1.30
20 - 39.9	1.50
40 - 74.9	1.70
75 or more	1.90

Students placed on academic probation are not allowed any unexcused absences from classes. Their eligibility to continue at Guilford College is contingent upon earning at least a C average during each term of academic probation. Earning a C average during a given term may not remove a student from academic probation, but it will assure eligibility to continue at Guilford.

Guilford College students, like students from any other college or university, may enter the consortium summer school if they meet the established entrance requirements for summer session—students on probation, suspension or dismissed are eligible to apply.

Any Guilford College student who wishes to use his/her grades and credits from summer school, here or elsewhere, to apply for readmission or early revocation of suspension or probation, is required to petition the Academic Dean before the session of summer school begins.

Academic probation is not considered a punitive measure, but rather an indication that the student needs to make greater effort and should seek special counseling from the academic adviser or from the staff of the Office of the Dean of Students to help surmount difficulties which might lead to suspension or dismissal.

Separation from the College

Failure to attain a term average of C by a student on academic probation will subject that student to a review by the Academic Retention Committee. If the committee believes that there were extenuating circumstances surrounding the student's lack of progress and that the student can benefit from additional time at Guilford College, permission may be given to re-enroll for the next term. Continued academic probation will be indicated, and all financial aid may be terminated. Intercollegiate athletic and non-class extracurricular activities are not permitted during this special probation period. If the committee is not convinced that it is in the student's best interest to continue in college, the student either will be suspended for a semester or an academic year, or be dismissed for academic deficiencies.

Suspended students may apply for readmission after their suspension period. If readmitted, they will return on academic probation.

Readmittance of dismissed students is the prerogative of the Academic Dean.

Withdrawal from the College

All students who wish to withdraw from the College during a semester or at the end of a semester must apply for permission to withdraw in good standing. Withdrawal forms are available to residential campus students in the Office of the Dean of Students. Continuing education students obtain withdrawal forms through one of the academic advisers at the Center for Continuing Education. See pages 53, 54 or page 63 for the schedule of refunds and pages 127, 128 for grading regulations. A student who withdraws in good standing may apply through the Admissions Office for readmission to the College at any time.

Payment of Tuition and Fees

Tuition and fees must be paid according to the schedule in Chapter IV. Students who do not fulfill their financial obligations to the College according to



A Library focal point.

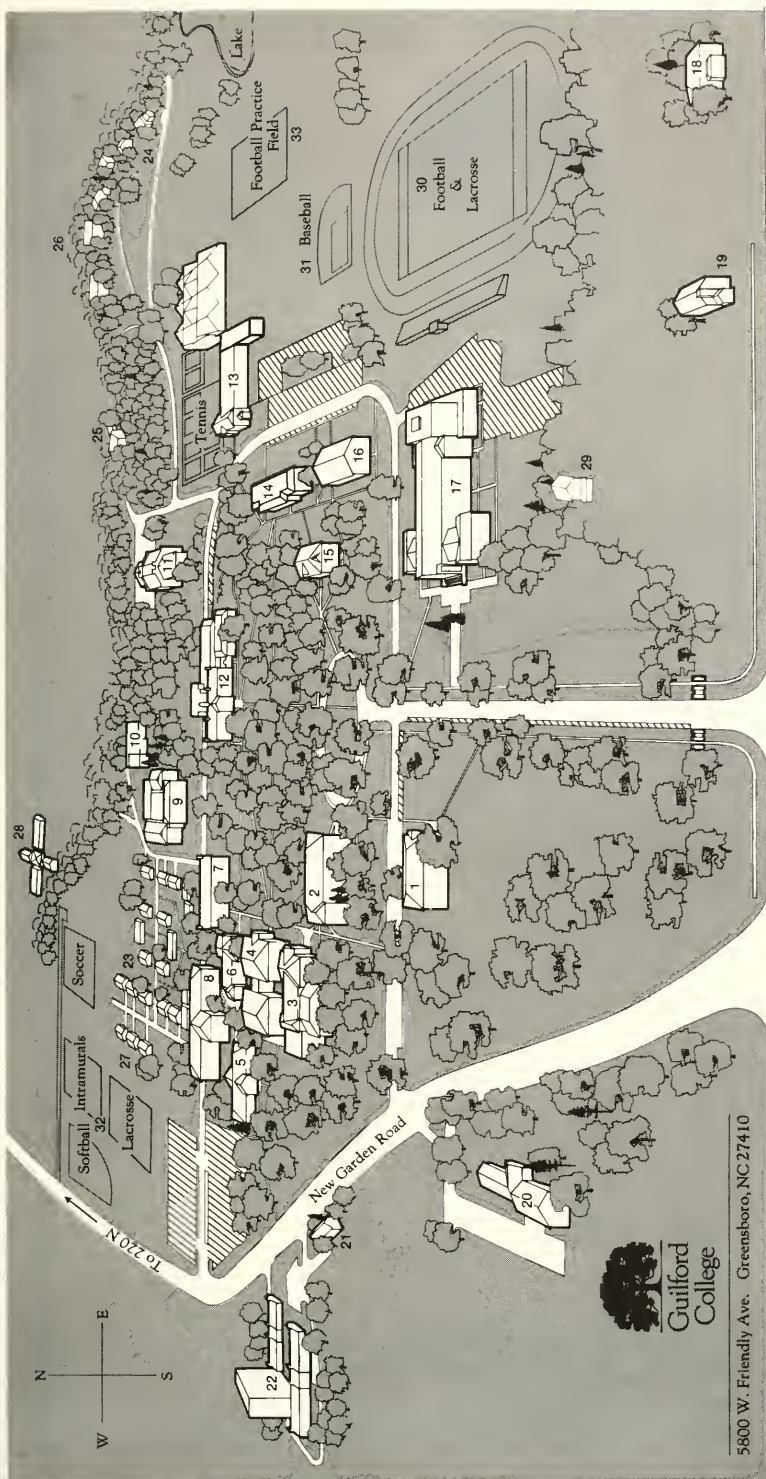
this schedule, or who fail to make satisfactory arrangements with the Business Office to pay according to some other mutually agreed upon schedule, may be withdrawn from the College by the Academic Dean.

Academic Advising, Continuing Education	60, 61	Classics Concentration	19
Academic Probation	131	Classification, Student	129
Academic Programs, Introduction	11-18	Classroom Buildings	5, 6
Academic Regulations	125-132	College Level Examination Program (CLEP):	
Academic Skills Center	8, 61	General and Subject Examinations	49
Accounting	65, 66	College Marshals	36
Accreditation	10	College Setting	2, 3
Administration of Justice	66-68	College Union	41
Administrative Council	116	Colloquium, Faculty	41, 42
Administrative Staff	116-119	Communications Concentration	19, 20
Admissions	47-50	Community Involvement	45
Admissions, Continuing Education	62, 63	Comparative Arts	82
Advanced Placement	49	Computer Center	8
Affiliation	10	Computer Concentration	20, 21
African American Cultural Society	42, 43, 62	Concentrations	18-24
Afro-American Studies	19	Consortia	9, 10
American College Testing Program Test (ACT)	148	Continuing Admission for Residential	
Anesthesia Nurses, Post-Professional Program	30	Campus Students	131
Appendix	124-132	Continuing Education	59-64
Application Procedure	48	Cooperative or Dual-Degree Programs	27-29
Area Requirements	13, 14	Counseling, Continuing Education	60, 61
Areas of Study, Continuing Education	59, 60	Counseling Services	40
Art	69, 70	Course Load, Normal	126
Arts and Crafts Center	43, 62	Creative Arts Requirement	14, 15, 26
Associate of Arts Degree	25-27	Credits More Than Ten Years Old	125
Astronomy	6, 99	Cultural Opportunities	41, 42
Athletic Insurance Coverage	51	Curriculum II	32
Athletics and Recreation	46	Dana Auditorium	9
Audio-Visual Resources:		Dana Scholars	36, 55
Media Center	5	Day Student Organization	43
Leak Room	7, 8	Dean's List	36
Auditor	129	Degree Second: Studies in French Literature	
Biology	71-73	from the Renaissance to the Present	44
Biology Laboratories	5, 6	Degree Candidacy	125
Biophile Club	43, 62	Degrees Offered	26, 27
Board of Trustees	114	Democratic Management Concentration	21
Board of Visitors	114, 115	Departmental Clubs	43
Calendar, College	124	Departmental Majors	17
Campus Living	37-46	Departmental Programs	65-113
Campus Organizations	42, 43	Introduction:	65
Career Development and Placement Service	40	Discontinued Degree Program	125
Career Development and Placement Service,		Dismissal, Academic	132
Continuing Education	61	Distribution Requirements	14
C-Credit Accumulation Plan for		Dormitories	38, 39
Graduation	25, 26, 128	Double Majors	iv, 17, 125
Center for Personal Growth	40	Drama and Speech	75, 76
Certificate of Study Program	35, 59, 60	Dual Degree	27-29, 99
Certified Public Accountant Preparation	30, 31	Duke Memorial Hall	5
Changes in Registration	127, 128	Early Childhood Education	78
Chemistry	73, 74	Early Decision Plan	48, 49
Chemistry Laboratories	6	Early Entrance	50
Choir	42, 62, 97	Eastern Music Festival	3
Class Attendance	126, 127	Economics	76-78
Class Schedule, Weekly	126	Education	78-80
Classics	74, 75	Electives	25
		Emeriti	122, 123

Engineering, Cooperative Program	28	Honors Scholarships	54, 55
English	80-83	Housing, Student	37-39
English Athletic Leadership Awards	46	Humanistic Studies Major	17
English Placement Essay and Usage Examination	13	Humanities Requirement	14-16, 26
English Requirement	12, 13, 15, 26	Independent Study	32, 33
Enrollment Fee	48, 52	Insurance, Medical and Accident	53
Entrance Tests	48	English for International Students	35
Environmental Studies Concentration	22	Intercultural Studies Concentration	23
Evening Schedule	60	Intercultural Studies Requirement	13, 14, 15, 26
Explanation of Fees	52	Interdisciplinary Studies	iii, iv, 11, 12, 15, 26
Faculty (also see Departmental Listings)	4, 119-123	Intermediate Education	78
Faculty Colloquium	41, 42	International Relations Club	43
Faculty Roster	119-123	International Student Application	
Federal Grants and Loans	57	Procedure	49, 50, 131
Fees	51	International Student Services	40, 41
Fees, Course	51	International Students, English	
Fees, Explanation of	52	Proficiency	13, 81, 131
Fees, Music	51	Internships	33
Fees, Payment of	51	Japanese	14, 85
Field House	9, 62	Job Location and Development Service	40
Film Series	41	Journal of Undergraduate Mathematics	44, 95
Financial Aid	54-58	Judicial Board	37, 62
Foreign Language Proficiency Test	14	Key Fee	51, 52
Foreign Language Requirement	14	King Hall	5
Foreign Languages	83-85	Laboratories	6, 7
Forestry and Environmental Studies,		Language Laboratory	7
Cooperative Program	28, 29	Late Registration Fee	51, 52
Founders Hall	42	Latin	75
French	83, 84	Law, Dual Degree Program	29
Friends Historical Collection, Library	5	Leadership Recognition	45, 46
Full-Time Student	129	Learning Resources	4-9
General Courses Required for Graduation	11, 12	Lectures	41, 42
General Studies	113	Library	5
Geology and Earth Science	86-89	Library Research Skills	113
Geology Laboratories	6, 7	Linen Service, Fee and Deposit	51, 52
German	84	Loan Fund (see Continuing Education)	64
Grade Reports	128	Loans (see Financial Aid)	54-58, 64
Grading System	128	Major, Interdepartmental	17
Graduation Requirements	15, 16, 25, 26	Majors and Degrees	27
Greater Greensboro Consortium	10	Majors, Departmental	17
Greek	75	Majors, Joint	17, 18
Greensboro Regional Consortium, Inc.	9, 10	Management	92-94
Guaranteed Student Loans	57	Mathematics	94-96
Guilford Review	44	Media Program, Library	5
Guilfordian	44, 62	Medical and Accident Insurance	53
Gymnasium, Alumni	9	Medical Technology, Cooperative Program	29
Health Service	39, 40	Medieval Studies Concentration	23
Hege-Cox Hall	8	Minor	18
History	89-92	Minority Student Services	41
History and Philosophy of Science		Monographs in Undergraduate Mathematics	44
Concentration	22	Motor Vehicle Registration Fee	51, 52
History Requirement	14-16, 26	Motor Vehicles	46
Honor Code	36	Music	97
Honors, Departmental	33	Music Fees	51, 97
Honors, Graduating	36	National Association for Foreign Student Affairs	41
Honors Program	31	National Direct Student Loan Program	57

Nondiscriminatory Policy as to Students	ii	Refunds and Adjustments	53, 54, 63
Normal Semester Load	126	Registration Procedures	127, 128
North Carolina Legislative Tuition Grant	57	Religious Life	44, 45
North Carolina State Contractual Scholarship Fund	57	Religious Studies	105-107
North Carolina State Grants	56, 57	Required Liberal Arts Courses	11, 15, 16, 26
Nuclear Arms Awareness Group	43	Residence Halls	38, 39
Observatory	6	Revelers	42
Off-Campus Seminars	33, 34	Sailing Club	43
Organizations, Campus	42, 43	Scholarship Society	36
Orientation	39	Scholarships, Special Named	55, 56
Overloads	126	Scholastic Aptitude Test (SAT)	48
Overseas and Off-Campus Education	33, 34	Scholastic Honors	36
Overview — Statement of Purpose	1	School and College Ability Test (SCAT)	62
Parent Loan Plan	57	Science Laboratories	5-7
Part-Time Student	129	Science Requirement	14, 16, 26
Pass/Fail Option	35, 36	Second Degrees	125, 126
Payment of Accounts	53, 63, 132	Secondary School Preparation for Admission	47, 48, 50
Peace and Justice Concentration	23, 24	Secondary Education	78
Pell Grant Program (formerly Basic Educational Opportunity Grants)	57	Selection Criteria for Students	47-49
Performing Arts	42	Semesters Abroad	33, 34
Personal Interview for Admission	48	Senior Thesis	33
Personnel	114-123	Separation from the College	132
Philosophy	97-99	Social Science Requirement	14, 16, 26
Physical Education (see Sport Studies)	109-112	Social Services Concentration	24
Physical Education Center	9, 62	Sociology and Anthropology	107-109
Physician's Assistant, Cooperative Program	29	Southern Friend: Journal of the North Carolina Friends Historical Society	44
Physics	99-101	Spanish	85
Physics Laboratories	6	Special Advisee	129
Piper	44, 62	Special Education	78, 79
Placement Service	40	Special Interest Groups	42, 43
Placement Service, Continuing Education	61	Special Study Opportunities	31-36
Political Science	101-103	Special Topics Courses	iv, 31, 32
Post-Professional Program, Anesthesia Nurses	30	Speech	76
Practicing and Performing Space	9	Sport Management	109-112
Pre-Dentistry	30	Sport Studies	109-112
Pre-Law	30	Sports Medicine	109-112
Pre-Medicine	30	Sternberger Auditorium	9, 42
Pre-Ministerial	30	Strategic Society	43
Pre-Professional Options	30	Student Activity Fee	51, 52
Pre-Veterinary Medicine	30	Student Aid	54-58
Probation, Academic	131	Student Body	3, 4
Profile of Guilford	vi	Student Body, Continuing Education	59
Psychology	103, 104	Student Classification	129
Psychology Laboratory	7	Student Government, Continuing Education (SGA)	61, 62
Publications, Student	44	Student Government, Residential Campus	37
Publications, Other	44	Student Handbook	37, 38, 46
Quaker	44, 62	Student Publications	44
Quaker Heritage	1, 2	Student Services	39-41
Quaker Students, Aid to	55	Student Tutoring Service	8, 61
Quality Point Average	128	Studios and Galleries	8, 9
Quality Points	128, 129	Summer Scholars Program	10
Ragan-Brown Field House	9, 62	Summer School or Semesters at Other American or European Institutions	34, 35
Readmission of Suspended or Dismissed Students	132		

Summer Schools Abroad	34
Summer Session	10
Supplemental Educational Opportunity	
Grants (SEOG)	57
Suspension, Academic	132
Telescope	6
Thesis, Senior	33
Transcripts	129
Transfer Applications	50
Transfer Credits	130, 131
Tuition and Fees	51
Tuition and Fees, Center for	
Continuing Education	63
Tuition and Fees, Payment	132
Tutoring Service, Student	8, 61
Unclassified Student	129
Undergraduate Journal of Physics	44
Veterans	58, 61
Visiting Student	129
Websterian Pre-Law Society	43
Weekly Class Schedule	126
Withdrawal from College	132
Withdrawal from Courses	127, 128
WQFS-FM	42, 62
Women's Center	43, 62
Women's Studies Concentration	24, 25
Work Opportunities	58
Work-Study	58
Year in Japan	34



← To Regional Airport & Winston-Salem

West Friendly Avenue

To downtown Greensboro →

To
1-40


Visitor Parking

1. New Garden Hall
2. Duke Memorial Hall
3. Library
4. King Hall
5. Charles C. Hendricks Hall
6. Mary Hobbs Hall
7. Shore Hall
8. Bunford Hall

9. Bryan Hall
10. Maintenance
11. Milner Hall
12. Founders Hall, Sternberger Auditorium, Infirmary
13. Physical Education Center (Ragan-Brown Field House & Alumni Gym)

14. Hege-Cox Hall
15. Archdale Hall
16. English Hall
17. Dana Auditorium
18. George White Hall
19. Pope House
20. New Garden Friends Meeting

21. Office, North Carolina Friends Meeting
22. Friends Homes
23. Frazier Apartments
24. Faculty Housing
25. Ragsdale House
26. Guest House
27. Dana Houses

28. New Garden Friends School
29. Inter-Link Center
30. Armfield Athletic Center
31. McBane Field
32. Haworth Fields
33. Football Practice



Guilford
College

CATALOG SUPPLEMENT
1985-1986

5800 West Friendly Avenue
Greensboro, North Carolina 27410

GUILFORD COLLEGE
Residential Campus
1985-1986 Tuition and Fees

For the academic year of two semesters	Day Student	Mary Hobbs Hall	Other Halls
Tuition (12-18 credits)	\$5,480	\$5,480	\$5,480
Room and board	-----	-----	-----
	\$5,480	\$8,020	\$8,140
Student Activity Fee	130	130	130
	-----	-----	-----
	\$5,610	\$8,150	\$8,270

Other Fees

Application Fee	\$ 20	Graduation Fee	\$ 30
Enrollment Fee	100	Duplicate Diploma Fee	15
Per Credit tuition (fewer than 23)	104	Key Deposit	5
Overload per Credit (more than 18)	104	Motor Vehicle Registration	
*Audit Fee (per credit hour)	25	Dormitory Student	10
*Audit Fee (per course) (Senior Citizens)	25	Day Student	3
Registration Fee		Linen Deposit	10
(part-time students)	15	Insurance Premium	105
Late Registration Fee	10	Major Medical Insurance for International Students	154
Late Payment Fee	25	**Athletic Insurance	
		Premium (estimated)	50
		Transcript Fee	2

*Auditors pay no registration fee, but pay special course fees where applicable.

**The athletic insurance policy is currently being evaluated. All students involved in intercollegiate athletics are required to carry special athletic insurance. Information about this coverage will be sent by the Athletic Department.

All fees are subject to adjustment.

Course Fees

Education 440 \$ 50

Sports Studies Fees

Ballet 45
Horseback Riding 100
Sailing 25

Music Fees

Guilford College students registered for private lessons in applied music pay \$250 per semester for two half-hour lessons per week, and \$125 per semester for one half-hour lesson per week.

Fees also are charged for the use of practice rooms at Guilford College and for the use of College orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with piano	
6 hours per week	\$20
12 hours per week	40
Use of Practice Room without piano	
6 hours per week	15
12 hours per week	20
Rental of orchestral instruments	20

GUILFORD COLLEGE
THE CENTER FOR CONTINUING EDUCATION
1985-86 Tuition and Fees

Fees

Fee Per Credit	\$104
Application Fee.....	20
Registration Fee.....	15
Activity Fee.....	10
Audit Fee - per credit hour.....	25
Special Non-Credit Course - Math 011 (includes Registration Fee).....	100
Graduation Fee.....	30
Duplicate Diploma Fee.....	15
Insurance (upon request at registration if taking 10 or more credit hours).....	105
Monthly Payment Plan Service Charge	
Five payments = 2%; four payments = 3% add-on	
Monthly Vehicle Registration—First Sticker	
Commuting student.....	3
Each addition sticker.....	1

All fees are subject to adjustment.

Special Course Fees (see opposite page)

CCE Campus Services and Activities

Open to all

- membership in campus organizations
- academic facilities (including library, computer and Academic Skills Center)
- off-campus semesters at full tuition
- cultural and entertainment activities (at applicable student fee, if any)
- financial aid services, including Job Location and Development Service
- consideration for on-campus employment

On a fee-for-use basis

- field house privileges
- sports events attendance
- photos in yearbook
- yearbook acquisition
- placement counseling
- off-campus seminars at cost
- choir when not for credit (\$25)

New Housing Policy: Guilford College student housing is designed for full-time residential students. Students who, with the permission of the Director of Housing, begin a semester living in campus housing and take less than 12 credit hours will be charged full tuition, and room and board. If a full-time student living on campus withdraws from sufficient credit hours to drop below full-time status and obtains permission from the Director of Housing to continue to live on campus, no reduction in tuition will be given. The only exception is a second semester senior who takes less than 12 credit hours in the final semester preparatory to graduation and who obtains the permission of the Director of Housing to live in campus housing. Those students will pay full room and board and be charged for tuition on a credit hour basis. This exception to policy will be made only once to each student.

Note: Greensboro Regional Consortium, Inc., has been changed to Piedmont Independent College Association of North Carolina.

GUILFORD COLLEGE
THE CENTER FOR CONTINUING EDUCATION
1985-86 Tuition and Fees

Fees

Fee Per Credit	\$104
Application Fee.....	20
Registration Fee.....	15
Activity Fee.....	10
Audit Fee - per credit hour.....	25
Special Non-Credit Course - Math 011 (includes Registration Fee).....	100
Graduation Fee.....	30
Duplicate Diploma Fee.....	15
Insurance (upon request at registration if taking 10 or more credit hours).....	105
Monthly Payment Plan Service Charge	
Five payments = 2%; four payments = 3% add-on	
Monthly Vehicle Registration--First Sticker	
Commuting student.....	3
Each additional sticker.....	1

All fees are subject to adjustment.

Special Course Fees (see opposite page)

CCE Campus Services and Activities

Open to all

- membership in campus organizations
- academic facilities (including library, computer and Academic Skills Center)
- off-campus semesters at full tuition
- cultural and entertainment activities (at applicable student fee, if any)
- financial aid services, including Job Location and Development Service
- consideration for on-campus employment

On a fee-for-use basis

- field house privileges
- sports events attendance
- photos in yearbook
- yearbook acquisition
- placement counseling
- off-campus seminars at cost
- choir when not for credit (\$25)

REFUND POLICY
Residential Campus/Center for Continuing Education

Tuition Refund Schedule (Calendar days beginning with the first day of College classes)

1 through 7 — 100% refund of tuition
8 through 14 — 80% refund of tuition
15 through 21 — 60% refund of tuition
22 through 28 — 40% refund of tuition

After the 28th day — no refund of tuition

Student activity fees for both campuses will be refunded in full during the 100% tuition refund period, but will be nonrefundable thereafter.

Continuing Education registration fee is payable at preregistration and is nonrefundable.

NEW SPECIAL ACADEMIC PROGRAMS

Study Abroad: Semester in Guadalajara, Mexico (Only additional charge is transportation). Please inquire for complete brochure.

NEW FINANCIAL AID

Minority Honors Scholarships: Providing full tuition and fees. Renewable each year if G.P.A. is maintained. Please inquire for complete details.

NEW VARSITY SPORTS

Women's Soccer

NEW FACULTY (Fall 1985)

Charles Carter (1985), Assistant Professor of Management
B.S. 1975, Ohio State University; M.S. 1980, Ohio State University

Vaneeta-Marie D'Andrea (1985), Instructor of Sociology
B.S. 1966, Ball State University; M.S. 1970, Illinois Institute of Technology

Samuel B. Johnson (1985), Associate Professor of Mathematics
B.S. 1970, Davidson College; M.A. 1974, Duke University; Ph.D. 1979, Duke University

Lawrence McLean (1985), Assistant Professor of Management
B.A. 1964, Duke University; M.B.A. 1966, University of Chicago; Ph.D. 1983, Syracuse University

Deborah Roose (1985), Assistant Professor of Education
B.A. 1971, Earlham College; MAT 1972, University of Massachusetts at Amherst

GUILFORD COLLEGE CALENDAR 1985-1986

FALL SEMESTER

Tuition, Room and Board Payment Due	Thurs., Aug. 15, 1985
Late Fee (\$25.00) for Tuition, Room and Board Payment Applicable	Fri., Aug. 16, 1985
International Student Orientation Begins - 11:00 a.m.	Wed., Aug. 21, 1985
First Faculty Meetings 9:00 a.m.-4:30 p.m. - Picnic at 6:00 p.m.	Wed., Aug. 21, 1985
New Students Arrive for Orientation 9:00 a.m.-1:00 p.m.	Thurs., Aug. 22, 1985
Registration-Cont. Ed. Students 8:30 a.m.-1:30 p.m. & 5:00-8:00 p.m.	Fri., Aug. 23, 1985
Registration-New Main Campus Students 9:00 a.m.-12:00 noon & 1:00-3:00 p.m.	Sat., Aug. 24, 1985
Returning Students Arrive - 1:00-5:00 p.m.	Sun., Aug. 25, 1985
Registration-All Main Campus Students 9:00 a.m.-12:00 noon & 1:00-3:00 p.m.	Mon., Aug. 26, 1985
Classes Begin - Late Registration Fee Applicable	Tues., Aug. 27, 1985
Last Day to Add Courses	Mon., Sept. 9, 1985
Consortium Dinner at High Point College - 6:30 p.m.	Wed., Sept. 11, 1985
Chairpersons Must Submit Revised List of Courses for Semester II ..	Wed., Sept. 18, 1985
Last Day to Withdraw From a Course with a Refund	Mon., Sept. 23, 1985
Mid-Term Grades Due/Last Day for Replacing Sem II & Summer Provisional Grades	Wed., Oct. 16, 1985
Fall Break Begins - Close of Day	Fri., Oct. 18, 1985
Residence Halls Close From 4:00 p.m.	Fri., Oct. 18, 1985
Until 1:00 p.m.	Sun., Oct. 27, 1985
Classes Resume	Mon., Oct. 28, 1985
Last Day for End of Term Withdrawal with \$100 Enrollment Fee Refund	Thurs., Oct. 31, 1985
Last Day for Withdrawal with Grade of W	Mon., Nov. 4, 1985
Preregistration for Spring Semester From	Mon., Nov. 11, 1985
Through	Thurs., Nov. 14, 1985
Day Classes Normally Scheduled for Wednesday or Friday May Meet ...	Wed., Nov. 27, 1985
Thanksgiving Holiday Begins - 4:00 p.m.	Wed., Nov. 27, 1985
Residence Halls Close From 4:00 p.m.	Wed., Nov. 27, 1985
Until 1:00 p.m.	Sun., Dec. 1, 1985
Classes Resume	Mon., Dec. 2, 1985
Reading Day	Sat., Dec. 14, 1985
Exams Begin	Mon., Dec. 16, 1985
Exams End	Fri., Dec. 20, 1985
Residence Halls Close From 4:00 p.m.	Fri., Dec. 20, 1985
Until 1:00 p.m.	Sun., Jan. 12, 1986

SPRING SEMESTER

Tuition, Room and Board Payment Due (Postmarked by January 2)	Thurs., Jan. 2, 1986
Late Fee (\$25.00) for Tuition, Room and Board Payment Applicable	Fri., Jan. 3, 1986
Registration-Cont. Ed. Students 8:30 a.m.-1:30 p.m. & 5:00-8:00 p.m.	Fri., Jan. 10, 1986
New and Returning Students Arrive - 1:00-5:00 p.m.	Sun., Jan. 12, 1986
Registration-All Main Campus Students 9:00 a.m.-12:00 noon & 1:00-3:00 p.m.	Mon., Jan. 13, 1986
Classes Begin - Late Registration Fee Applicable	Tues., Jan. 14, 1986
Last Day to Add Courses	Mon., Jan. 27, 1986
Applications for May Graduation are Due	Sat., Feb. 1, 1986
Chairpersons Must Submit List of Courses for Next Year	Thurs., Feb. 6, 1986
Last Day to Withdraw From a Course with a Refund	Mon., Feb. 10, 1986
Mid-Term Grades Due/Last Day for Replacing Sem I Provisional Grades	Wed., Mar. 5, 1986
Spring Break Begins - Close of Day	Fri., Mar. 7, 1986
Residence Halls Close From 4:00 p.m.	Fri., Mar. 7, 1986
Until 1:00 p.m.	Sun., Mar. 16, 1986
Classes Resume	Mon., Mar. 17, 1986
Last Day for Withdrawal with Grade of W	Mon., Mar. 24, 1986
Last Day for End of Term Withdrawal with \$100 Enrollment Fee Refund	Mon., Mar. 31, 1986
Preregistration for Fall Semester 1986-87, From	Mon., Apr. 7, 1986
Through	Wed., Apr. 9, 1986
Reading Day	Thurs., May 1, 1986
Exams Begin	Fri., May 2, 1986
Exams End	Wed., May 7, 1986
Commencement	Sat., May 10, 1986

Address Correction Requested
Return Postage Guaranteed

Second class postage paid at
Greensboro, North Carolina 27420



5800 West Friendly Avenue Greensboro, North Carolina 27410